Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Title I, Part C Migrant Education Program

Service Delivery Plan (SDP)

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— Dr. Tony Bennett, State Superintendent of Public Instruction.

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I. Introduction

Purpose

The purpose of the Title I, Part C Migrant Education Program Service Delivery Plan (SDP) is to:

- identify the strategies that will be used to advance migrant students toward State achievement goals based on the unique needs identified in the Comprehensive Needs Assessment (CNA);
- identify how measurable programmatic goals for continuous improvement at the state and local level will be determined and implemented; and
- identify how the effectiveness of the program's implementation and results will be measured against state performance targets.

The implementation of the Service Delivery Plan (SDP) assists the Title I, Part C Migrant Education Program to meet its purpose of ensuring that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Demographics

In Indiana, over 98% of the migrant population is Hispanic. Slightly over 1% is white non-Hispanic and the other nearly 1% is comprised of black non-Hispanic, Asian or Pacific Islander, and American Indian or Alaskan native. Migrants arrive in Indiana throughout the year, with the peak arrival months being May 10%, June 15%, July 51%, August 11%. Indiana has a wide variety of seasonal crops including corn, tomato, soybean, watermelon, and apple.

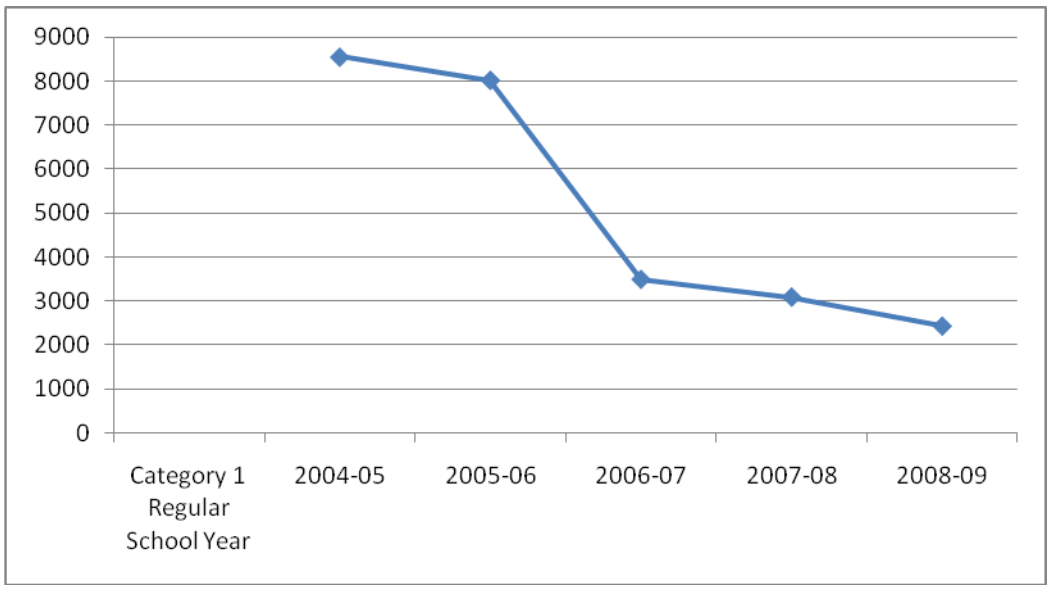
The majority of migrant students, over 87%, come to Indiana from within the United States (U.S.). About 11% of Indiana's migrant students originate from Mexico, and around 2% are from other nations. Of the students that come from within the U.S., approximately 40% are from Texas, while the other students come from Florida 16%, Georgia 3.5%, California 3%, and a combination of other states. Approximately 34% consider Indiana their home base state. Most of Indiana's migrant students, 48%, moved within a one-year period; 29% moved within two years; and 11% moved within three years.

Trend Data

While the demographics of Indiana's migrant student population related to ethnicity, mobility, and origin have not changed significantly over the years, significant change has occurred in terms of the quantity of eligible migrant students. Indiana has transitioned from a high-incidence receiving state to a low-incidence receiving state.

The number of eligible migrant students in Indiana has decreased significantly over the past few years from 8,553 in 2004-05 to 2,429 in 2008-09 for the Category 1 regular school year count. As of 2008-09, Indiana had just over a quarter of the eligible students, or 28%, of the number of students that were eligible for the program five years ago. The chart below

represents the dramatic decrease in the number of eligible students that Indiana has experienced over the past five years:



This downward trend in Indiana has been more severe than the national trend data and the decline is anticipated to continue in 2009-10.

This decrease in eligible migrant students has been attributed to families settling out into the community and reaching their end of eligibility; increases in employers hiring single men only rather than families; decreases in the number of newly-eligible families traveling to Indiana for migrant work because of increased gas prices, economic recession, and immigration concerns; weather-related delays to planting and harvesting schedules; and changes to eligibility criteria and identification and recruitment practices, specifically in regard to temporary work.

As the number of migrant students in Indiana has continued to decrease over the past few years, it has been critical to re-evaluate the needs of migrant students, assess available resources, and make changes to Indiana Migrant Education Program (IMEP) business processes and service delivery to accommodate for the changes.

Program Administration

The on-going Comprehensive Needs Assessment (CNA) process provides the Indiana Migrant Education Program (IMEP) with data on the needs of migrant students and informs the focus of service delivery and program administration. The IMEP enables the unique needs of migrant children to be met through the provision of supplemental instructional and support services at sub-grantee school district sites, coordination with other state and federal education programs, and coordination with other migrant service provider agencies. Through the sub-granting of funds to local school districts, the IMEP provides services for migrant students including administration of the Texas statewide academic assessment, use

of secondary credit accrual courses, content area remediation, English language development instruction and General Education Diploma (GED) preparation materials.

In 2009-10, twenty school districts were funded to provide Migrant Education projects during the fall and/or regular school year and thirteen projects were funded in summer 2010. Migrant Education projects are administered by school districts with significant numbers of migrant students and each project is implemented based on measurable goals which support the provision of supplemental instructional and support services to migrant children. Migrant students' education and health records are transferred to each new school in accordance with federal requirements.

Referrals to and coordination with other migrant-serving agencies provide supportive services to migrant families including head-start, nutrition, employment training, health care, and dental care in cooperation with organizations such as the Transition Resources Corporation (TRC), Indiana Health Centers, Inc. (IHC) and the Consolidated Outreach Project (COP). Through this coordinated effort, services are maximized to ensure the success of students.

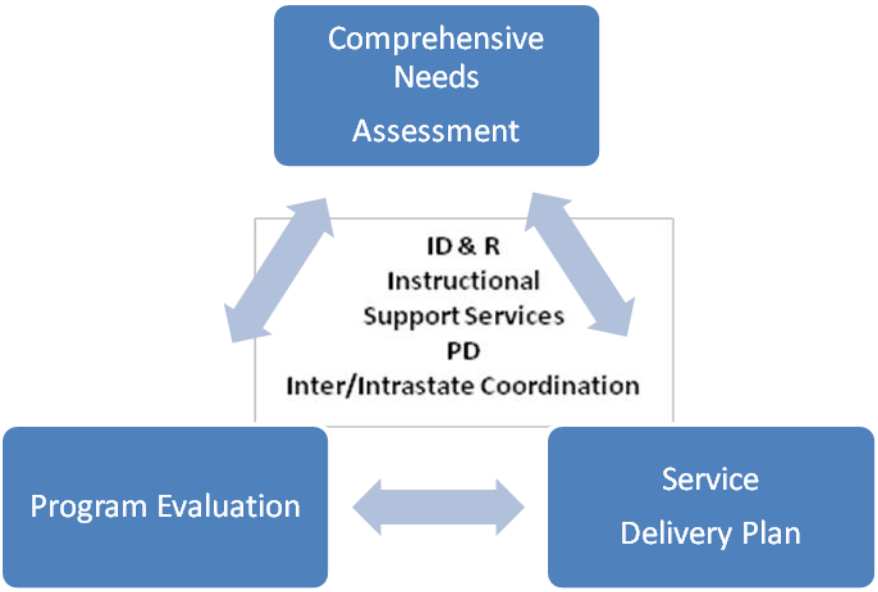
The IMEP serves children of migratory farmworkers who qualify under the federal eligibility criteria. Migrant children, ages 3-21, must not have graduated from high school or have a GED and must have moved across school district lines for qualifying work. Before students are eligible to receive IMEP services, a record of the students' eligibility, or Certificate of Eligibility (COE), is completed by an IMEP staff member based on a family interview. The student data from the original, signed paper COE is entered into the state migrant student database.

The Indiana Department of Education has established high academic standards for all students and holds school districts accountable for providing all students with a quality education that enables them to achieve to their full potential. To ensure that migrant students' needs are adequately met, the Indiana Migrant Education Program (IMEP) consistently conducts technical assistance, monitoring, and evaluation for Migrant Education project school districts, and within the IMEP for permanent and intermittent staff, and programs. This process focuses on meeting the unique needs of migrant students, as identified through the Comprehensive Needs Assessment (CNA) process. These five specific service delivery areas are as follows:

- Identification and Recruitment
- Instructional Services
- Support Services
- Professional Development
- Interstate and Intrastate Coordination

Indiana's five service delivery areas are represented with a graphic representation of each service area and its components, concentrating on migrant students, as shown on the following page.

The five service delivery areas identified by the IMEP are those which best address the unique needs of migratory students in Indiana. Each section of Indiana's Service Delivery Plan addresses one service delivery area and contains information on requirements, implementation, monitoring, evaluation, and IMEP guidance.



II. Service Delivery Areas

Activities within each service delivery area are outlined below:

Identification and Recruitment (ID & R)

- State level eligibility determinations
- Certificate of Eligibility (COE)
- Quality Control Plan (staff training, staff supervision, data reviews)
- Student data transfers
- Collaboration with school corporations, migrant service provider agencies, and employers

Instructional Services

- Funded Project Periods and sub-granting process:
    - per-pupil funding formula
    - Priority for Services (PFS)
    - measurable goals
    - on-site monitoring
- State Assessment Preparation and Administration
    - Indiana Statewide Testing for Educational Progress Plus (ISTEP+)
    - Texas Assessment of Knowledge and Skills (TAKS)
    - LAS Links English Proficiency Assessment
- Secondary Credit Accrual Courses
    - Portable Assisted Study Sequence (PASS)
    - college and career readiness
- English Language Development instruction
- Preschool services
- Out-of-School Youth (OSY) services

Support Services

- Parent Involvement
- Advocacy/Outreach
- Transportation
- Health (medical, dental, vision, nutrition)
- School supplies and uniforms
- Translations/Interpretations

Professional Development

- Annual IMEP Directors' Workshop WebEx
- Annual Indiana Migrant Farmworker Conference of migrant service provider agencies
- LAS Links Assessment Training
- Fall IMEP Informational Email Series
- Monitoring
    - IMEP Grant Application
    - On-Site Monitoring Visits

- On-Site Monitoring Visit Reports
- End of Project Performance Reports (EPPR)

Interstate/Intrastate Coordination

- Parent Advisory Council (PAC)
- Interstate Collaboration
    - Indiana Task Force on Migrant Affairs
    - Migrant Service Provider Agencies - Transition Resources Corporation (TRC);
      Teaching & Mentoring Communities (TMC) Head Start; Indiana Health Centers (IHC)
- Consolidated Outreach Project (COP)
- Indiana Department of Education
    - Title I, Part A
    - Office of Student Assessment;
    - Office of Student Services
    - Office of Curriculum & Instruction
    - Office of Integrated Services (summer school)
    - Office of School and Community Nutrition Programs
    - Office of Special Education
    - Office of School Data Reporting
    - Office of Finance
- Indiana Commission on Hispanic/Latino Affairs
- Intrastate Coordination
    - ESCORT
    - Texas Migrant Interstate Program
        - Texas Assessment of Knowledge and Skills (TAKS)
        - Portable Assisted Study Sequence (PASS) Courses

III. Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) process has been on-going since 2004-05 to identify the needs of migrant students and identify the direction of service delivery and program administration. The CNA stakeholders group is comprised of SEA staff, school district representatives including administrators, teachers, and instructional assistants, and migrant parents.

In April 2010, a review of the Comprehensive Needs Assessment (CNA) needs indicators was conducted to determine the most current, unique needs of Indiana's migrant students. Input from the stakeholder's group on the most significant current, unique needs of migrant students was compiled by Paula Errigo, from the Center for Human Services, as part of IMEP contractual services in May 2010. Based on input from the CNA stakeholders group, the following needs indicators were rated to be the most significant:

Program Goal: SCHOOL READINESS	**MOST URGENT NEEDS**
1. We are concerned that migrant students work instead of taking advantage of summer school, where available, which would better prepare them for the academic school year.	
2. We are concerned that migrant students receive instruction and support services that correspond to their individual academic needs.	
3. We are concerned that limited English proficient migrant students have difficulty with mainstream classroom content area learning.	**X**
4. We are concerned that migrant students miss immunization requirements that vary from state to state or nation to nation.	
5. We are concerned that migrant children who do not have access to preschool services are not well prepared for K-12 curriculum.	
Program Goal: READING/MATH ACHIEVEMENT	
1. We are concerned that mobile migrant students who enroll in multiple states lose instructional time in content classes.	**X**
2. We are concerned that migrant student basic skills in reading and mathematics are low.	**X**
3. We are concerned that migrant students lack reading materials at home to practice reading skills taught in school.	**X**
4. We are concerned that due to nonstandard work hours, migrant parents do not have access to their children's schools and teachers.	**X**
Program Goal: GRADUATION RATE	

1. We are concerned that migrant high school students do accrue credit at a comparable rate to their mainstream peers.	**x**
2. We are concerned that migrant students drop out of school to join the work force.	**x**
3. We are concerned that educators experience adequate professional development to provide for high expectations for migrant student performance.	
4. We are concerned that limited English proficient migrant students fall behind on credits.	**x**
5. We are concerned that limited English proficient migrant students who lack academic English reading, writing, and math proficiency may not graduate.	**x**
6. We are concerned that migrant students drop out of school to contribute to the household economically.	**x**
7. We are concerned that migrant students with poor attendance related to health issues may drop out of high school.	

In addition to this rating of needs indicators, the CNA stakeholders also provided input on the most effective strategies that are used to ensure that migrant students receive the instructional support needed to meet the Indiana Academic Standards (i.e., English/language arts, mathematics) and support high school graduation. The feedback indicated that the following strategies were most effective in addressing the unique needs of migrant students:

- use of standards-based instructional materials to build content area skills;
- push-in/inclusion support by migrant teachers and instructional assistants in the mainstream classroom;
- development of an Individual Learning Plan (ILP) for limited English proficient (LEP) migrant students based on academic performance and English proficiency assessment data to drive differentiated instruction in the mainstream classroom;
- daily/weekly monitoring of migrant students' grades; and
- on-going communication and collaboration with classroom teachers to ensure that instructional services are meeting each student's needs and that teachers understand migrant students' lifestyle and backgrounds;
- community based support services to address the needs of the whole child;
- parent involvement activities to support learning in the home.

These data inform the service delivery and program administration of the IMEP in the areas of instructional services, support services, professional development and interstate/intrastate coordination. In order to ensure that the SEA and school districts are addressing these needs of migrant students, especially those who are Priority for Service (PFS), emphasis is placed on these needs within the school districts' grant application process. Instructional and support services to address migrant students' school readiness, reading and math achievement, graduation rate, and parent communications are embedded within the measurable goals developed by each school district's grant application. Technical

assistance is provided by the SEA to identify available community resources and to recommend best practices. The implementation of these instructional and support services to meet the needs of migrant students is monitored by the SEA through formal on-site monitoring and informal technical assistance throughout the school year; and at the conclusion of each project term the outcomes of each measurable goal are reported on the End of Project Performance Report (EPPR).

IV. Measurable Goals

Sub-grantee Project Goals

As of 2009, all school districts receiving Title I, Part C Migrant Education Program funding were required to submit measurable goals. These district level measurable goals ensure that the services provided to migrant students are aligned to State performance targets and that the services are based on the needs of migrant students identified through the Comprehensive Needs Assessment (CNA). Because measurable goals were not previously included in the school district grant application, a technical assistance workshop was held in November 2009 to provide guidance to school districts on writing measurable goals.

The measurable goals for 2009-10 were developed in the categories of Student Learning, Program Development, and Community Outreach. The goal categories align to the CNA needs indicators and service delivery areas as follows:

Student Learning:	instructional services in reading, math and English language development
Program Development:	identification and recruitment, Parent Advisory Council (PAC), parent involvement, professional development, data based decision making, and student leadership development opportunities
Community Outreach:	interagency coordination, supportive services, parent involvement, and community-based student leadership development

Each school district developed their three 2009-10 measurable goals and submitted to the SEA in December 2009; and the outcomes were evaluated at the end of the 2009-10 school year, as reported on the End of Project Performance Report (EPPR).

The agenda and measurable goal template from the November 2009 workshop and the complete listing of school districts' measurable goals for 2009-10 are included as an Appendix to the Service Delivery Plan. Based on the reported data, the 2009-10 outcome data is as follows:

2009-10 Measurable Goal Area	# of Districts (with Data) that Met the Goal	Percentage of Districts that Met Goal
Student Learning	9/13	70%
Program Development	12/14	85%
Community Outreach	10/14	72%

These data indicate that school districts were most successful in meeting their Program Development goals. Seven school districts, or 45%, met all three of their measurable goals; five districts, or 30%, did not meet all three of their measurable goals, and 4 districts, or 25%, did not submit complete data for all three measurable goals.

School districts that did not meet their measurable goals will be provided with technical assistance during the 2010-11 grant application process to ensure that goals are realistic and attainable and to ensure that sufficient instructional and support services are being provided to migrant students in order to meet the goals. Additionally, technical assistance is provided to new administrators who enter the role of Title I, Part C project director during, or at the beginning of, each school year. The IMEP grant application for funding was revised for school year 2010-11 to include the submission of measurable goal statements.

Based on the data sources identified during the CNA process, the progress of migrant students toward reaching the State achievement goals (Goal 1: Student Learning) is primarily determined based on Indiana Statewide Testing of Educational Progress Plus (ISTEP+) academic assessment data. ISTEP+ includes English/language arts and math, and in certain grades it also includes Science and Social Studies. As of 2009-10, the ISTEP+ test administration window shifted from a fall test window (September) to a spring test window (March – May). Based on this adjustment to the test window, an increased number of migrant students may be enrolled in Indiana schools and participate in ISTEP+ to a greater extent than in the past.

State Level Programmatic Goals

Through a technical assistance partnership with the Great Lakes East Comprehensive Center (GLECC), the Indiana Department of Education has received technical assistance on program planning and evaluation for a variety of program areas, including the Title I, Part C Migrant Education Program. This technical assistance occurred during the fall 2009 semester and was helpful in the planning and implementation of action steps needed to resolve the Office of Migrant Education (OME) Monitoring Findings related to measurable goals, program evaluation, and ID&R; and to plan technical assistance to LEA projects for 2009-10.

As a result of this technical assistance through GLECC, the IMEP identified the following four programmatic goals for the continuous improvement of services:

- Improve the ability to collect, manage, and disaggregate migrant student data (demographic and achievement) and improve the compatibility of migrant data with the IDOE level Student Test Number (STN) data system. This goal will be met by the development of a new SEA-based migrant data management system. The Migrant Data and Information Access System (MIDAS) will be implemented in October 2010.

- Provide migrant educators with opportunities to learn specific ways to gather and analyze data to strengthen decision making related to development of project level instructional goals and on-going evaluation of their programs. This goal was met through a technical assistance workshop on November 19, 2009 during which LEA Migrant Project measurable goals were developed. Follow-up will occur at the Spring 2010 Migrant Project Directors' Workshop.

- Analyze SEA IMEP program administration and student outcomes for the Summer Tutorial Program to examine the level of oversight required by SEA staff and to determine if current

procedures impact student learning effectively and are cost effective. This goal is being met through an analysis of 2009 Summer Tutorial Program outcome data related to student learning (i.e., improvements in English proficiency level, credit recovery through the PASS program, administration of the TAKS tests); and analysis of workloads and productivity of 2009 MEP Intermittent Tutors to identify areas of the state with the highest need for summer tutorial services. For summer 2010, IMEP will release a Request for Proposals (RFPs) for organizations beyond LEAs to sponsor a summer migrant program to serve PreK through Out-of-School Youth (OSY) migrant students. Four counties which have significant migrant populations and have not had an LEA based summer Migrant Project in the past have been targeted for this RFP.

- Due to continually dropping numbers of eligible migrant students, the SEA will analyze program administration related to Identification and Recruitment (ID&R) to determine any changes needed to improve effectiveness. 2008-09 ID&R outcome data (i.e., counts of eligible students by county, state) will be examined to determine the productivity of 2009 MEP Intermittent Field Recruiters and to identify areas of the state with the highest need for intermittent ID&R staff. For summer 2010, the IMEP will utilize full-time permanent Migrant Education Specialists for ID&R and hire less intermittent Field Recruiters. A comprehensive four-day ID&R training, including program eligibility, documentation, interviewing techniques, and action planning, will be provided to all IMEP ID&R staff on June 7-10, 2010 by Paula Errigo and Merced Flores of the Center for Human Services, Migrant Education Training Support.

More information on the implementation of activities to meet these programmatic goals follows.

Migrant Information and Data Access System (MIDAS)

The Title I, Part C Migrant Education Program requires states to have procedures in place to:

- enter program eligibility data for each student;
- maintain a Certificate of Eligibility (C.O.E.) for each student;
- transfer educational and health records, beyond those required by state and local agencies to school corporations (within state and intra-state); and
- make migrant student data accessible to the national Migrant Student Information Exchange (MSIX) system.

To meet these requirements, Indiana has historically contracted with TROMIK Technology Corporation to provide for access to and support for the COEStar student data system. The currently used COEStar system has limitations related to data compatibility and accessibility and reporting functions.

To improve migrant student data management, the Indiana Department of Education will develop an IDOE-based data management system for the Title I, Part C Migrant Education Program. The goals of this project are to:

- improve migrant student data system compatibility with the IDOE Student Test Number (STN) system for state level data disaggregation (i.e., ISTEP+, graduation rate, etc.);

- improve the reporting functionality within the migrant data system for SEA users;
- expand migrant data system usage to LEAs for record keeping uploads; and
- improve the ability to aggregate and disaggregate state-level migrant student data (i.e., ISTEP+ participation)

The MIDAS system will function in a similar manner to COEStar in regard to student eligibility and demographic data collection and management, but will be housed internally, thus eliminating the need for an outside vendor. As the Indiana Department of Education aligns all program data into a centralized data warehouse in the STN system, it is important to have immediate access to all student data using the most current technology. The MIDAS system will allow migrant data to be directly connected to the larger IDOE STN data system which houses other demographic data (i.e., special education and limited English proficient status, pupil enrollment) and academic achievement data (i.e., ISTEP+, LAS Links, graduation rate, etc.). To access this data currently, a data spreadsheet file is generated from COEStar and manually compared these other data from IDOE STN data for statistical analysis and federal reporting. COEStar does not currently track any academic performance data.

The implementation of the MIDAS system will also enhance the quantity and quality of demographic and academic achievement data available to the Migrant Student Information Exchange (MSIX). Current migrant data in COEStar has been upgrade to a SQL server in preparation for MSIX implementation. Further detail on the MIDAS project goals, objectives, and high level requirements are included as an Appendix to the Service Delivery Plan.

Technical Assistance on Developing Measurable Goals

As outlined on pages 11-12, a technical assistance workshop was provided to Migrant Education Project Directors in November 2009 to learn specific ways to gather and analyze data to strengthen decision making related to development of project level measurable goals and on-going evaluation of their programs. Follow-up to this technical assistance occurred during the Spring 2010 Migrant Project Directors' Workshop WebEx session. This session covered policy updates, program requirements, and 2010-11 grant application information (including measurable goals). Information from the Directors' Workshop is posted at http://www.doe.in.gov/lmmp/docs/Directors_Workshop_2010.pdf.

Summer Tutorial Program

The Indiana Migrant Education Program (IMEP) had historically operated a Summer Tutorial program in which intermittent IMEP Tutors were hired from the end of May through the end of October to provide direct instructional services to migrant students in areas of the state lacking a funded summer school project. The instructional services provided by IMEP Tutors included:

- English as a Second Language (ESL) instruction to preK – grade 8 students using *LAS Links Placement Test* as pre-assessment and *Summer Bridge* instructional materials;

- Portable Assisted Study Sequence (PASS) courses to eligible secondary students;
- Texas Assessment of Knowledge and Skills (TAKS) preparation and administration to eligible students;
- English as a Second Language (ESL) instruction to out-of-school youth using *English in Minutes* materials; and
- *On the Road to English* vocabulary development booklets were distributed by Field Recruiters to out-of-school youth that were in Indiana for a short time (2-4 weeks) and not served by the Summer Tutorial Program

At the conclusion of the 2009 Summer Tutorial Program, the SEA analyzed program administration and student outcomes for the Summer Tutorial Program. The goal of this analysis was to determine if current procedures impacted student learning effectively, were cost effective, and to examine the level of oversight required by SEA staff to administer the Tutorial Program. Outcome data related to student learning (i.e., improvements in English proficiency level, credit recovery through the PASS program, administration of the TAKS tests); and analysis of workloads and productivity of 2009 MEP Intermittent Tutors to identify areas of the state with the highest need for summer tutorial services were reviewed. The following findings were identified:

- quality of instructional staff: IMEP Intermittent Tutors were not certified teachers and did not consistently have an educational background;
- intensity and duration of instruction: Tutors could not meet with students on a daily basis due to multi-county area assignments; and most Tutors ended their employment in mid August to return to college and only a few stayed through October. This did not provide sufficient time for students to finish PASS coursework;
- lack of appropriate facilities: Tutors often met with students in their homes or at assigned sites within a camp setting. These settings were at times distracting and did not optimize student learning.

Based on these findings, it was determined that summer instructional services should most appropriately be provided by local school districts through a funded summer project or through external vendors with the capacity to provide highly qualified instructional staff, adequate duration and intensity of instruction, and appropriate facilities. To meet this need, the IMEP Summer Tutorial Program was discontinued and the following action steps were implemented to provide instructional services in summer 2010:

- continued the existing nine (9) summer project sites that had operated in the past;
- examined data to identify areas of the state with significant summer migrant populations that had not been served through a summer project site;
- identified four (4) counties with significant migrant populations and that have not had an LEA based summer Migrant Project in the past;

- developed and released a Request for Proposals (RFP) for external vendors or organizations to host a summer project in the four (4) targeted counties (since local school districts had not indicated interest);
- reviewed RFP proposal submission and determined that the quality and background knowledge of the vendor was not sufficient to award a contract;
- re-established contact with school districts in four (4) targeted counties to explain the needs of migrant students and secure agreement to provide summer instructional services through four (4) new summer project sites.

The RFP that was released is posted at http://www.doe.in.gov/lmmp/migrant.html in the *Summer Migrant Project Information* section.

Although the RFP process was not successful, this analysis of summer instructional services resulted in a 40% increase in the number of summer Migrant Education projects with thirteen (13) sites in 2010 as compared to nine (9) sites in previous summer of 2009. The new summer project sites served migrant students ranging from preschool through out of school youth (OSY). All of the summer project sites submit measurable goals as part of the grant application process and provide instruction and support services aligned to the unique needs of migrant students.

In order to ensure that the administration of Texas Assessment of Knowledge and Skills (TAKS) was still available to migrant students, the responsibility of TAKS test administration shifted from the SEA to the school district summer project sites for 2010. The Texas Migrant Interstate Program (TMIP) provided a WebEx based training in June 2010 to train school district summer project teachers to administer TAKS.

Identification and Recruitment (ID&R) Administration

Due to continually dropping numbers of eligible migrant students, the SEA analyzed program administration related to Identification and Recruitment (ID&R) to determine any changes needed to improve effectiveness. 2008-09 ID&R outcome data (i.e., counts of eligible students by county, state) was examined to determine the productivity of 2009 MEP Intermittent Field Recruiters and to identify areas of the state with the highest need for intermittent ID&R staff.

Based on this review, as of summer 2010 the IMEP will utilize two (2) full-time permanent Migrant Education Specialists for ID&R and six (6) intermittent Field Recruiters were hired. The intermittent Field Recruiters are supervised by the permanent Migrant Education Specialist and they coordinate to ensure that all ID&R activities are completed in each county.

In order to ensure that permanent and intermittent ID&R staff are trained on the most recent eligibility criteria and National COE implementation, a comprehensive four-day ID&R training, including program eligibility, documentation, interviewing techniques, and action planning, was provided to all IMEP ID&R staff on June 7-10, 2010 by Merced Flores, from the Center for Human Services, as part of IMEP contractual services.

The training was based on the national ID&R modules developed by the Center for Human Services (CHS). The four day training agenda was as follows:

Day 1

- Module 1: Foundations of Recruitment – *MEP Overview and History*
- Module 1: Foundations of Recruitment - *The Process of ID&R* and *Essential Roles and Responsibilities of an MEP Recruiter*
- Module 2 Family Outreach – *How to Explain MEP to Migrant Families and Youth & Migrant Families and Youth: Where are They and How to Serve Them*
- Module 3 Effective Networking – *Creating and Assessing an Effective Network* and *Coordinating Community Services*

Day 2

- Module 4 Eligibility Determinations and the Interview – *Recruitment Standards and Principles in Child Eligibility Decisions*
- Module 4 Eligibility Determinations and the Interview – Interviewing Techniques and Strategies, *MEP Eligibility Determinations*
- Module 4 Eligibility Determinations and the Interview – Interviewing Techniques and Strategies, *Interviewing Families and Youth*
- Module 4 Eligibility Determinations and the Interview – Interviewing Techniques and Strategies, *Decision-making*

Day 3

- Module 5 The Indiana Certificate of Eligibility (COE) – *COE Completion and Review*
- Module 5 The Indiana Certificate of Eligibility (COE) – *COE Completion and Review* (con't)
- Module 6 Systems for Quality and Action Planning – *Enhancing Quality Control Processes*
- Module 6 Systems for Quality and Action Planning – *Designing and Evaluating the Recruiter Action Plan*

Day 4

- Module 7 Cultural Awareness – *Understanding Cross-Cultural Communication*
- Module 6 – Systems for Quality and Action Planning – *Migrant Child Identification and Recruitment: The Challenges*
- Module 8 Personal Management for Recruiters – *Principles of Caseload Management*
- Module 8 Personal Management for Recruiters – *How to Recruit Safely*
- Review – Questions – Guidance – Concerns

The training was very well organized, high quality, and professional. It was beneficial for both intermittent Field Recruiters and permanent Migrant Education Specialists to participate in the training.

Through program planning, technical assistance, changes in IMEP business processes and the implementation of the activities the IMEP programmatic goals for the continuous improvement of services have been met.

V. Identification and Recruitment (ID&R)

State Level Eligibility Determinations

The goal of identification and recruitment is to ensure that all eligible migrant children and youth have access to appropriate program services that will help them learn and achieve to high standards. To help accomplish this important goal, a clear understanding of eligibility requirements and the roles and responsibilities for identification, recruitment, and enrollment are needed. Indiana's identification and recruitment system is centralized at the SEA level and is collaborative with other migrant service organizations. Indiana implements specific procedures that combine the functions of student record keeping and recruitment under one organizational unit, resulting in appropriate service provision for migrant students.

Identification and recruitment of all migrant students in the state generates the funding provided by the United States Department of Education, Office of Migrant Education needed to enroll migrant students and provide them with needed educational services.

In Indiana, identification and recruitment of all migrant students occur at the SEA level. Migrant Education Specialists are responsible for statewide identification, recruitment, and enrollment of migrant students, as well as the supervision of intermittent Field Recruiters, who conduct eligibility interviews determining student eligibility for IMEP services. The IMEP staff finds, identifies, and enrolls migrant students; confirms their eligibility; maintains the COEStar migrant student database; and conducts ongoing data checks designed for quality control.

Components of identification and recruitment include eligibility determination, the Certificate of Eligibility (COE), the migrant student data base and record transfer (COEstar), the child count, quality control, and collaboration with migrant service providers throughout the state. These components result in migrant student enrollment in the IMEP system, ultimately allowing for service provision that targets the educational services needed by individual migrant students while they are in Indiana.

Eligibility for services through the IMEP is determined according to the Title I, Part C, Education of Migratory Children section of the No Child Left Behind Act of 2001, in conjunction with the Non-Regulatory Guidance provided by the United States Department of Education, Office of Migrant Education.

Identification and recruitment resources include the following:

- National ID&R Curriculum: The curriculum design provides a framework for recruiter development and progression along a continuum. Modules have been divided into three levels – basic, intermediate, and advanced. Basic modules are designed primarily to introduce the MEP to new recruiters. Intermediate modules are most suited for recruiters with one to five years of experience wishing to learn more advanced concepts and skills. Advanced modules are designed to introduce veteran recruiters with more than five years of recruiting experience to more

advanced concepts and help prepare them to take on a larger leadership role in the MEP. However, veteran recruiters will also find basic and intermediate modules useful as refresher training.
https://msix.ed.gov/msix/training/IDR/idr.html

- Center for Human Services (CHS) ID&R Modules: Based on the National ID&R Curriculum, the CHS ID&R Modules have been developed as an eight-part system and served as the foundation of the ID&R training provided to IMEP staff.

- IMEP COE Instructions: The COE Instructions serves as the written plan for conducting eligibility interviews, recording eligibility data on the COE, and transferring data into the migrant database.

- The National Migrant Education Hotline: The National Migrant Education Hotline provides a toll-free number (800) 234-8848 for migrant farmworkers and their families to call anywhere in the country. The Hotline is designed to help enroll migrant children in school and to access migrant education program services. When migrant families call the Hotline number, they are connected to the state migrant education program where they are located at the time they call. In Indiana, the number is connected to the IMEP Field Office. There, field coordinators or recruiters take the calls, conduct a COE interview by telephone, and also refer callers to other migrant service agencies and organizations that provide supportive services, such as housing, transportation, health or legal aid.

- HOPE Center Referrals: The HOPE Center at the Southwest Arkansas Migrant Education Cooperative, provides referrals with demographic and eligibility information on a weekly basis as families are identified that indicate Indiana as their destination. These referrals assist in the identification and recruitment of all eligible migrant students working in the state of Indiana. The Center also provides students with age-appropriate books and educational supplies. This service assists in improving communication with families and students served through the Title I, Part C, Migrant Education Program. This agreement supports the Title I, Part C program requirement, 1304(c)(B), to coordinate with similar programs in other states that benefit migrant students.

ID&R Resources

- Migrant Education Projects:

Work Surveys are distributed to all families upon enrollment of students in LEAs with funded Migrant Education Projects. Work Surveys are bilingual questionnaires designed to identify possible migrant families based on their responses to questions regarding work and travel history. These questionnaires are collected by the Migrant Education Project Clerk, who forwards them to the area Migrant Education Specialist or intermittent Field Recruiter. Work surveys indicating possible migrant activity are followed up with a family interview to determine eligibility.

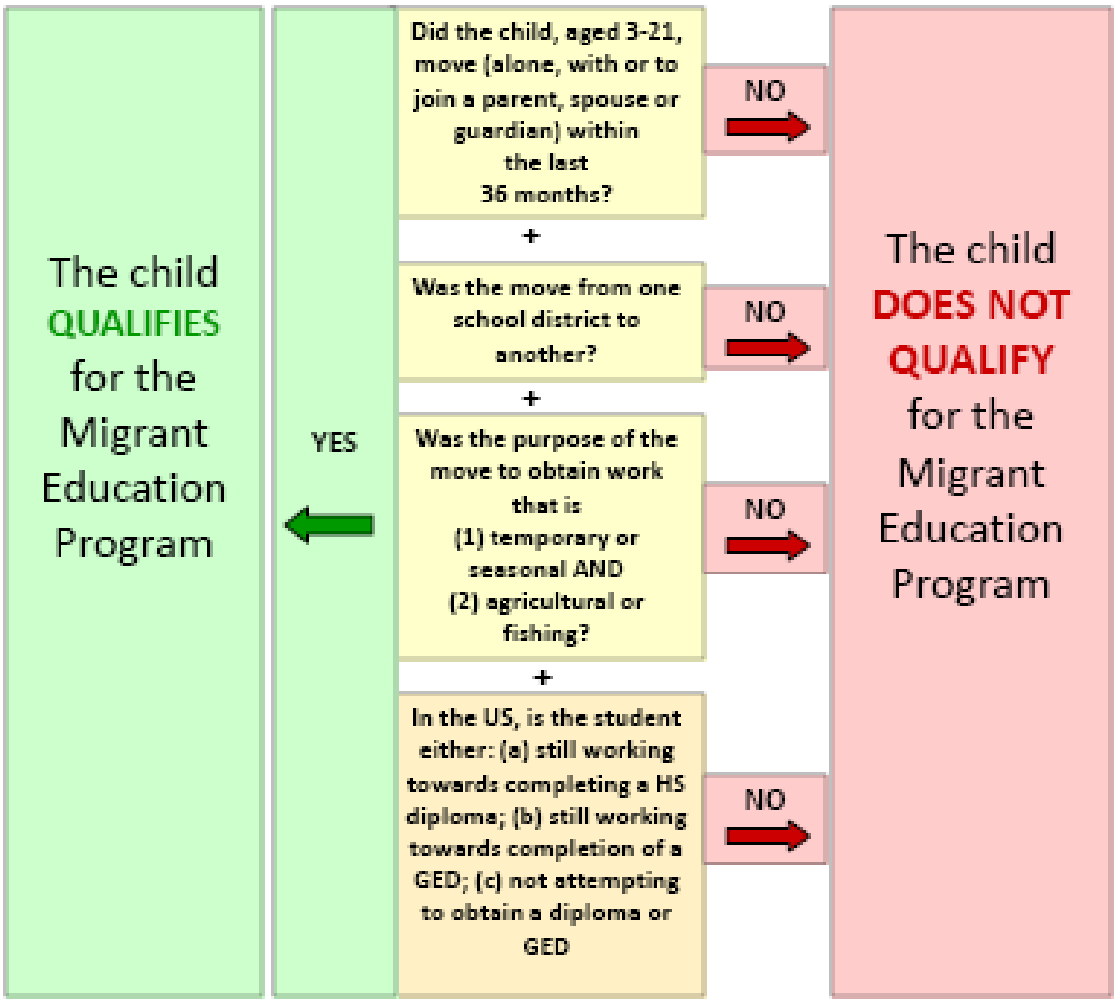
School staff are valuable resources for identification and recruitment because of their regular interaction with possible migrant students. Particularly, the Migrant Education Project staff, including the Project Director and Records Clerk are trained to maintain appropriate records and send them to the IMEP offices on a timely basis. These records include lists of students who may possibly be eligible, triggering an interview by a field coordinator or recruiter.

Parents, students, and other migrant families can be accessed through the Migrant Education Project, and are valuable resources in recruitment of additional migrant students arriving in school districts throughout Indiana.

- Community Level

Migrant farmworker employers
Migrant service agencies
Health providers
Community gatherings/functions
Community Service Organizations

Eligibility Flowchart:
The following eligibility flowchart depicts the basic eligibility criteria for the Title I, Part C Migrant Education Program. The specifics of the ID&R process are described in detail in the COE Instructions document which is included as an Appendix to the Service Delivery Plan.



Certificate of Eligibility (COE)
Using a standardized interview format based on the National COE requirements, an original, paper Certificate of Eligibility (COE) is completed by IMEP staff for each qualifying family, recording the name, birth date, and other significant demographic and eligibility information for each child; and the parent signature is obtained on this original copy. The COE is a student record that can be compared to a snapshot in time during a migrant student's life. The COE contains information that describes the migrant student at the time that the interview is conducted.

Record Transfer
COEstar is Indiana's current migrant student database system, which stores electronic copies of all official Indiana COEs. The COEstar database is Indiana's tool used to generate reports about the statewide migrant student population and to maintain accurate migrant student records through data searches and synchronization.

IMEP field recruiters input the COE data using the COEstar system. The electronic COE is then transmitted via modem to the SEA for review by the Migrant Education/Quality Control Specialist. The data are reviewed and on a daily basis and students' enrollment data are entered upon COE verification. Verified COEs are e-mailed to local school district project sites.

Child Count
Indiana conducts the annual child count to be reported as part of the Consolidated State Performance Report according to the direction provided by the USDE, OME. This is the numeric calculation of the total unduplicated number of eligible migrant students statewide who can be counted for funding purposes. Two separate child counts are conducted: Category One and Category Two.

Category One Child Count
Twelve-month unduplicated statewide total of eligible **migrant children** ages three through twenty-one who, within three years of a qualifying move, resided in Indiana for one or more days during the annual performance period.

Category Two Child Count
Unduplicated statewide total **summer** count of eligible **Migrant Education Project participants**, consisting of all of the migrant children who were served for one or more days in IMEP-funded summer Migrant Education Projects in Indiana during the annual performance period.

Indiana's procedures to ensure accurate child counts reflecting only eligible migrant children ages three through twenty-one include verification of eligibility, state residency, participant age verification, and COE sorting using the COEstar Student and the Migrant Student Directory Identification Numbers. A variety of methods are implemented to eliminate possible errors, including:

- All numbers are double and triple checked against sources submitted by LEAs and through interagency coordination. LEA sources include sub-grant applications, End of

Project Performance Reports, Pre-Site Visit Information Sheets, Site Visit Reports, and ongoing communication with LEAs. Interagency coordination results in shared reports and pertinent information through multi-agency projects, conferences and meetings.

- COEstar Performance Reporter scans COEstar databases, locates eligible COEs for the federal reporting period, and extracts and tabulates the data into reports for child count purposes.
- A complete set of tests on all data used is conducted during the counting process through COEstar, family interviews, and program attendance records.
- IMEP staff members cross check each child on all COEs with the COEstar database annually.
- Reports are run periodically throughout the year to monitor child counts.

Quality Control Plan

The IMEP Quality Control Plan outlines the procedures in place to ensure the accuracy of eligibility determinations and serves as a guide for the IMEP staff to assure that established quality controls are used to facilitate compliance with the rules and regulations that govern the Migrant Education Program.

In addition, this manual is intended to meet the requirements set out in the Title I, Part C Non-Regulatory Guidance document, page 37, which specifically states that a quality control system should include at least the following components:

1. training for recruiters on various aspects of the job;
2. a designated reviewer for each Certificate of Eligibility (COE) to verify that, based on the recorded data, the child is eligible for MEP services;
3. a formal process for resolving eligibility questions raised by recruiters and their supervisors, and for transmitting responses to all local operating agencies in written form;
4. a process for the SEA to validate that eligibility determination was properly made;
5. apart from steps 2 and 4, the Re-interview process is a plan for qualified SEA staff to monitor, at least annually, the identification and recruitment practices of individual recruiters;
6. a method of documentation that supports the SEA's implementation of this quality control system and a record of actions taken to improve the system where periodic reviews and evaluations indicate a need to do so; and
7. a corrective action plan in response to internal audit findings and recommendations, through daily communication with field recruiters and at the monthly staff meetings, where findings are addressed.

While this document covers these seven points, it also exceeds these basic requirements to provide resources such as definitions, forms, processes and best practices for recruiters in the Indiana Migrant Education Program. The complete Quality Control Plan is posted at http://www.doe.in.gov/lmmp/docs/Indiana_QC_Manual.pdf.

VI. Instructional Services

Funded Project Periods and Granting Process

Once funds are received by the Indiana Department of Education, Division of Differentiated Learners: English Language Learning & Migrant Education, sub-grants are awarded to school district level Migrant Education Projects, based on the grant application approval. A school corporation must have a minimum of five certified eligible migrant students attending throughout the project period in order to continue to receive funding as a project. Title I, Part C, Migrant Education is a federally funded, state administered program that is strictly supplemental. Migrant Education funds should *never* supplant existing funds.

Funded Project Periods

The three types of Migrant Education Projects that LEAs may hold are: Summer, Fall, and Regular School Year. Each type of project is considered to be a separate funding period and each requires a separate grant application process. The IMEP receives summer grant applications in April, and fall and regular school year applications by the last week of May.

Per Pupil Funding Allocation

Through the 2009-2010 school year, Title I Part C, Migrant Education Program funding had historically been distributed to participating school districts with at least 10 eligible students on a competitive basis. Each year school corporations had requested a specific allocation, and if able to provide sufficient documentation as to how that money would be utilized (educational activities, social service support, professional development, parent support), they were granted the award. In recent years, the number of qualifying migrant students in Indiana has been on the decline while the amount of funding that was allocated to Indiana from the federal government has remained fairly stable. Because of this disparity, a funding formula based on a per-pupil allocation was established. The funding formula provides a preferential amount to those students who qualify as Priority for Service (PFS).

In order to establish the funding formula, IMEP reviewed the funding formulas of other states' Migrant Education Programs and reviewed the Indiana overall per-pupil allocation that is dispersed to school corporations through general funding tuition support. The average Indiana general funding amount was used as the baseline to provide core instructional services. A percentage of that amount was identified as the IMEP supplemental pup-pupil allocation.

For 2010-11, IMEP per-pupil allocations will be based on the number of eligible migrant students served last year as reported on the End of Project Performance Report (EPPR). For first time funding recipients, funding will be based on the number of currently eligible migrant students.

During the grant application process, school districts are responsible for identifying the number of eligible migrant students that are Priority for Service (PFS), defined as K-12 migrant students who are failing or most at risk of failing to meet State standards and had an interruption in their education during the regular school year within the preceding 12

months, and non-PFS based on students' Qualifying Arrival Date (QAD) documented on the Certificate of Eligibility (COE); and calculating the per pupil allocation accordingly to identify the overall budget. Instructional services are aligned to the needs of PFS and non-PFS students.

Grant Application Approval Process
When the IMEP receives Migrant Education Project grant applications, the review process begins. The grant application consists of the following:

- LEA Migrant Education Project contact information
- Assurances that the LEA will comply with all of Title I, Part C, Migrant Education regulations, policies, guidelines and requirements
- School corporation superintendent's signature
- Dates that the Migrant Education Project will be held, including start and end dates for both students and staff
- Number of certified, eligible migrant pupils expected by grade cluster and Priority for Service (PFS) status
- Narrative describing recruitment, needs assessment, content area instruction, programmatic coordination, student record keeping, support services, interagency coordination, parent involvement, professional development, project evaluation, and cost effectiveness
- Budget Page
- Staffing Detail Page

The ELL Specialist reviews all aspects of the grant application content and budget and rates the application based on a scoring rubric. The Review Sheet includes all categories of the narrative section of the grant application, as well as an overview of the complete grant application. Special attention is paid to the content of the measurable project goals, quality of instructional services, accuracy of Priority for Services (PFS) data, and supplemental nature of the line items. Once the ELL Specialist has completed the Review Sheet and has received answers to any questions, the application is forwarded to the Coordinator of English Language Learning & Migrant Education for approval.

Grant Application Budget Amendment
During the Migrant Education Project period, any changes in budget must be approved in advance by submitting a budget amendment sheet (with written explanation) to the IMEP, and a revised budget detail and narrative may be necessary if changes are significant.

Migrant Education Project Closing Process
When the Migrant Education Project period ends, the Project Director must submit project closing reports to IMEP. The End of Project Performance Report verifies the instructional and support activities that were described on the original grant application. Here, the Migrant Education Project declares what services were actually received during the project period by the migrant students present. The Financial Status Report is a form for the LEA Treasurer to return any monies not spent during the project period to the IMEP. Funds that are not spent during the project period must be returned, not encumbered. If the number

of attending migrant students decreases to less than five students during any point in the project period, the Project may be closed early using the process described above.

On-Site Monitoring Visits

On-site monitoring visits are conducted by a team of ELL Specialists and/or the Coordinator of English Language Learning & Migrant Education using a newly developed evidence-based monitoring tool. This tool requires the submission of documentation to verify the implementation of IMEP program requirements. The process for completing the on-site monitoring visit is as follows:

1. The Indiana Department of Education will schedule the monitoring visit and notify the LEA of the visit date and schedule.
2. The Indiana Department of Education will provide the LEA with the monitoring indicators and requested evidence.
3. The LEA will submit the requested evidence for each indicator during the monitoring visit.
4. The Indiana Department of Education will provide a written site visit summary report to the LEA within 30 calendar days of the visit.

The monitoring process includes reviewing the current MEP grant application; reviewing the program indicators and evidence requested in the attached Title I, Part C Monitoring Indicators document; making school visits to observe classroom instruction and speak to instructional staff and administrators; discussing monitoring and evaluation outcomes including Findings, Recommendations, and Commendations; and providing a written site visit summary report.

The report is sent no later than thirty (30) days after the visit and is addressed to the Migrant Education Project Director, and copied to the school corporation Superintendent, and the principals of all school sites visited. LEA project sites then have thirty (30) days to respond in writing regarding the resolution of Findings.

The IMEP On-Site Monitoring Indicators Tool is attached as an Appendix to the Service Delivery Plan.

School District Projects

Each Migrant Education project is encouraged to serve all eligible migrant students ranging from preschool through out of school youth (OSY). Measurable goals for instruction are developed correlated to grade cluster, content area, and PFS status.

The supplemental instructional services provided to migrant students often include:

- content area remediation in Mathematics, English / Language Arts, Social Studies and Science are taught according to the Indiana Academic Standards;
- English language development instruction aligned to the Indiana English Language Proficiency (ELP) Standards for limited English proficient (LEP) migrant students
- grade level specific preparation for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+);
- secondary credit accrual through the Portable Assisted Study Sequence (PASS) program;

- workplace English language development instruction and/or GED preparation for out of school youth (OSY);
- multicultural activities are incorporated into the curriculum to foster understanding;
- breakfast, lunch, and snacks are provided to children through categorical eligibility for free lunch programs. In addition, sound nutritional and health habits are discussed;
- medical screening services are provided to each child by the school and other agencies;
- field trips, guest speakers, and other materials, which provide a broad perspective on careers, are part of the instructional program;
- student records are retrieved from and submitted to homebase schools.

The successful completion of each activity is documented by required record keeping of the Migrant Education Project, as well as individual student records kept in the IMEP database, COEstar. Migrant Education Project documentation includes the End of Project Performance Report, and outcomes of site visitations for monitoring purposes. Individual student records are documented on the COEstar database upon enrollment and withdrawal. The withdrawal records include each student's accomplishments during the period of participation in the Migrant Education Project.

Secondary Credit Accrual Courses

The IMEP encourages local school district sub-grantees to utilize the Portable Assisted Study Sequence (PASS) program and IMEP provides electronic or hard copies of the PASS courses needed for each migrant student. Upon completion of a course, Indiana schools communicate with sending schools regarding the course completed, the grade, and that the student has received one Indiana credit for his or her work. The homebase school may then include that credit on the student's transcript.

Courses available through PASS include, but are not limited to, the following:

Social Studies
Health Education
English & Spanish Versions
U.S. History, A & B
English & Spanish Versions
World History, A & B
World Geography, A & B
Economics
U.S. Government, A & B

Science
Life Science, A & B
Earth Science, A & B
Biology, A & B

Mathematics
Pre-Algebra, A & B
Algebra I & II, A & B
English & Spanish Versions
Geometry, A & B

English/Language Arts
English I-IV, A & B
Creative Writing

Electives
Art Color & Design
Spanish by Exam I – III, A & B

Services to Private School Children
IMEP makes services available to migrant students enrolled in private schools; however, migrant students are not enrolled in private schools with much frequency. Such students receive supplemental services, as determined by an annual needs assessment, at a public school project site. The project site is geographically located within the district of the student's residency. Services to private school children will be provided based upon the same priority and need as other children being served. These equitable services will be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special needs of the private school migratory children.

Priority for Services
IMEP follows federal guidelines in giving priority to migrant students who meet the following criteria:

1) Migrant children in grades K-12 who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and

2) Migrant children in grades K-12 whose education has been interrupted during the regular school year.

These students are selected to receive services based upon the indication of greatest need for special assistance. Their needs are determined by a combination of factors such as student performance at one year (or more) below grade level on a norm-referenced standardized achievement test, English language proficiency, grade placement examinations given by the LEA, and student education records.

IMEP provides Migrant Education Projects with technical assistance regarding Priority for Services migrant students at various times throughout the year. These are as follows:

1. Migrant Education Project Directors Workshop:
   Discussion of sub-grant application process, local identification of students as "priority for services," and delivery of appropriate services

2. Migrant Education Project Application:
   Definition of "priority for services" requirement
   Requirement to document information

3. Migrant Education Fall Informational Messages:
   Discussion of "priority for services" requirement, local identification of students as "priority for services," and delivery of appropriate services

4. On-Site Monitoring Indicators:
   Migrant project director interview by IMEP Monitoring Team discussing local identification of students as "priority for services" and delivery of appropriate services and providing evidence of implementation

5. End of Project Performance Report:
   Confirmation of implementing "priority for services" requirement

State Assessment Preparation and Administration
IMEP performance targets are those articulated by the Indiana Department of Education (IDOE) for all students. IDOE performance targets (Annual Measurable Objectives) are based on passing rates of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+), which reflects Indiana's Academic Standards.

Success on state assessments is integral to grade promotion and high school graduation. Therefore, the IMEP ensures that local school district project sites prepare migrant students for state assessments and administer state assessments to the students. Migrant students present in Indiana during the administration of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) must participate in the assessment.

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)
The ISTEP+ is administered during in the spring from March – May and migrant students present in Indiana during the assessment period participate in the ISTEP+. They receive preparation and administration of the assessment at the LEA sites, along with their mainstream peers. ISTEP+ remediation courses are provided for student who did not pass all section of the assessment.

Texas Assessment of Knowledge and Skills (TAKS)
While Texas migrant students are in Indiana, they are prepared for and administered the most critical sections of their state assessments. The TAKS testing window in Indiana is in late June for grades 5 and 8 and mid July through late August for grades 11 and 12. IMEP coordinates with the Texas Migrant Interstate Program (TMIP) to ensure that migrant students in need of TAKS testing are administered the test through local Migrant Education summer project sites.

LAS Links English Proficiency Assessment
IMEP assures that all limited English proficient (LEP) migrant students are assessed for their current English proficiency levels. As required by the No Child Left Behind Act, the annual LAS Links English proficiency assessment is administered annually to all LEP students. This assessment measures annual growth in the English language domains of listening, speaking, reading, writing, and comprehension. The LAS Links English proficiency assessment is linked to Indiana's kindergarten through twelfth grade English Language Proficiency (ELP) Standards and is broken into grade cluster assessments.

LAS Links is administered each spring to measure progress and determine exiting from services. The test window is about two months. The LAS Links Placement Test is administered to newly-enrolling LEP students within thirty days at the beginning of the school year or within two weeks of late enrollment during the school year.

Regular School Year Record Exchange
During the regular school year, when a new secondary migrant student arrives in an Indiana LEA, the school district retrieves the records by requesting them from the last school(s) in which the student was enrolled. In addition, all Migrant Education Projects submit weekly enrollment lists and withdrawal forms to the IMEP documenting migrant students' movement in and out of the school district. The withdrawal forms also document partial or completed credit courses and the percentage grade earned by the student.

Summer Record Exchange
Record exchange with sending schools is facilitated through the funded school district projects for migrant students who are new to IMEP services during the summer and/or during the regular school year. The IMEP maintains documentation of all partial or complete PASS coursework for federal reporting.

VII. Support Services

Support services to be provided by operating agencies are designed to meet the special needs of the migrant child. They may or may not be funded by IMEP. These services are provided to enable eligible migratory children to participate effectively in instructional services and will only be provided when all other resources are exhausted.

Migrant Education Projects funded by IMEP must make coordination efforts with state and federal programs that can benefit migratory families and their children. The sub-grant assures to provide migrant students with appropriate supportive services that address migrant students' special needs, including advocacy and outreach activities, and accessibility assistance to migrant families for education, health, nutrition, and social services. The provision of supportive services includes

- Translations and Interpretations

Communication with migrant families should be in the language that they are most comfortable with. All Migrant Education Projects in Indiana have bilingual staff members on hand. This is necessary for effective parental involvement in migrant children's educational progress.

- Parental Involvement

All Migrant Education Projects in Indiana have a parental involvement component. Staff members make home visits to approach migrant families in their comfort zone. Activities for migrant families are planned in consideration of parents' work schedules and availability to meet. Other considerations include transportation and childcare, for those parents who would not otherwise be able to attend school activities. Parent Advisory Councils (PAC) are conducted by regular school year projects.

- Transportation

Transportation from the child's residence to school and return is provided for migrant students for Migrant Education Projects during the summer months. This includes the payment of bus drivers and the provision of transportation for migrant students to attend summer educational programs. Without the provision of transportation, migrant students would be unable to attend.

- Advocacy/Outreach

Guidance and counseling services for migrant students includes counseling for substance abuse, and emotional and educational support for those who are in need of services not provided in the regular instructional program.

- Health

Health services are provided by Migrant Education Projects to promote future health and minimize absence due to existing medical, dental or developmental problems. Services provided to migrant students include physical examinations, dental examinations and fluoride treatments, and migrant health nurses for the schools. The nurse also provides eye

exams and nutritional counseling for the migrant students. Migrant Education Projects coordinate with Indiana Health Centers, Inc., Migrant Health Project in to provide a "well child" screening physical examination to identify existing health problems, update necessary immunizations, provide information for the child's health record and parents, and conduct any necessary referral and follow-through. Migrant Education Projects also make referrals to local dentists for treatment for those children in need of emergency services. All health information is communicated to the child's parents and included on the child's COEstar Record.

- Nutrition

All Migrant Education Projects contract with the Indiana Department of Education, Division of School and Community Nutrition Programs to provide healthy meals and snacks for students. All migrant students categorically receive free meals and textbooks. Recommended guidelines for menu patterns are followed by school corporations to provide a program of good nutritional services. These services are reinforced within the instructional program with health and nutrition educational components. Younger children are provided special snacks during the morning as a supplement between breakfast and lunch. Migrant students participating in after school programs receive high energy type nutritional snacks to hold them over between lunch and the evening meal at home with their family.

VIII. Professional Development

Professional Development

Professional development is an essential component of the IMEP that is needed to support instructional and support services designed to meet the program objectives. Professional development takes many forms including annual meetings and conferences, ongoing professional development opportunities, and monitoring and assistance for Migrant Education Projects.

Indiana Migrant Education Program Annual Directors' Workshop

The Migrant Education Project funding process begins each spring with the introduction of the grant applications. All Migrant Education Project Directors participate via WebEx to hear the information presented by the Coordinator of English Language Learning & Migrant Education. During the Directors' Workshop, the granting process is described in detail.
The 2010 Project Directors' Workshop WebEx is posted at
http://media.doe.in.gov/WebEx/ellme/2010-03-26-MigrantEdDirectors/index.html.

Indiana Migrant Farmworker Conference

The Indiana Task Force on Migrant Affairs sponsors a statewide Indiana Migrant Farmworker Conference each summer. This conference offers an opportunity for Indiana's migrant service agencies to gather together to network and exchange program information in order to maximize service delivery. Here, they learn about the availability of services for migrant farmworkers throughout the state. They are then equipped to refer migrant families to the appropriate service agencies when the needs arise.

Fall Migrant Education Information Messages

Each fall, the IMEP provides guidance for Migrant Education Projects beginning the new school year. This guidance is in the form of four e-mail messages sent to the Migrant Education Project Directors Listserv, to be forwarded to appropriate staff members. They are as follows:

- Message One: Migrant Education Project Administration
  - Migrant Education Project Activity Check List
  - Migrant Student Enrollment guidelines
  - Categorical Eligibility for Free Meals and Textbooks
  - Professional Development Opportunities
- Message Two: Identification and Recruitment
  - Migrant Field Coordinator County Distribution
  - Eligibility information
  - Work Survey
  - Possible Migrant Student List
  - Certificate of Eligibility (COE)
  - Ineligible List
- Message Three: Student Record Keeping
  - Record Keeping Informational Brochure
  - Weekly Migrant Student Attendance/Enrollment List
  - Withdrawal Forms
- Message Four: Migrant Student Instruction
  - Statewide Academic Assessment

- ◊ Home Language Survey
- ◊ LAS Links English Proficiency Assessment
- ◊ Priority For Services
- ◊ Identification and Instruction of Language Minority Students
- ◊ Scheduling Migrant Students
- ◊ PASS Courses

IDOE Learning Connection Website

The Learning Connection was developed by the Indiana Department of Education (IDOE) as part of a federal grant for developing statewide data system. The Learning Connection serves to support the implementation of IDOE's strategic initiatives. By providing data, resources, and tools for school improvement, the functionality of Learning Connection can be leveraged across IDOE initiatives aimed at improving student learning.

A Migrant Project Directors' Community has been established as a means of communicating information on migrant related professional development, program administration, regulations, and technical assistance.

Monitoring

IMEP conducts regular monitoring of Migrant Education Projects through student record keeping, on-site monitoring visits, fiscal reviews, and End of Project Performance Reports. These monitoring policies are essential for the IMEP to keep information current about the locations of migrant students in Indiana at any given time, and the corresponding quality service delivery to these students.

Student Record Keeping

Each week, Migrant Education Projects are required to submit the Migrant Student Attendance/Enrollment List to the Indianapolis office. This list reports the number of students present in the project on a weekly basis, and includes student start and withdrawal dates. The Migrant Education/Quality Control Specialist keeps a database with the number of students enrolled in all Migrant Education Projects at any time during project periods.

End of Project Performance Reports

The IMEP requires Migrant Education Projects to submit End of Project Performance Reports within two weeks after the project ends. These reports describe the actual service delivery that occurred during the project period. The 2009-10 End of Project Performance Report is posted at http://www.doe.in.gov/lmmp/migrant.html in the *Application and Program Reports* section.

IX. Interagency Coordination

Interstate and intrastate coordination is an ongoing, year-round process which must take place in order to meet the educational needs of the migratory child. To improve the overall status of farmworkers in Indiana, the IMEP coordinates with other organizations and individuals providing services to farmworkers.

Parent Advisory Council (PAC)

As required by section 1304(c)(3), the IMEP operates a state level Parent Advisory Council (PAC) in planning and operating the program; and requires local school districts operating a regular school year migrant project to implement a local PAC.

State level PAC meetings are typically scheduled twice a year, once in the spring and once in the fall. The state level PAC advises the IMEP regarding the following:

- planning, operation, and evaluation of the IMEP and Regular School Year Migrant Education Projects;
- Comprehensive Needs Assessment of migratory children to be served; and
- design of the comprehensive service delivery plan.
- implementation of a PAC at each Regular School Year Migrant Education Project.

Interstate Coordination

Planning must be a comprehensive, multi-disciplinary effort involving all service organizations and agriculturally involved individuals. In order to effect change for the farmworker population, coordination among service agencies and individual efforts must take place. This coordination is particularly important for those agencies with funding targeted from sources such as the Departments of Labor, Education, Agriculture, and Health and Human Services.

Indiana Task Force on Migrant Affairs

The Indiana Task Force on Migrant Affairs enhances services to the farmworker population through coordination, collaboration and advocacy. The membership consists of administrators from service provider organizations including:

- Indiana Department of Education, Indiana Migrant Education Program (IMEP)
- Teaching and Mentoring Communities (TMC) Migrant Head Start Program
- Transition Resources Corporation (TRC)
- Indiana Health Centers, Inc. (IHC)
- Indiana Department of Family and Social Services Administration (FSSA)
- Indiana Department of Workforce Development (DWD)
- Federal Wage and Hour Division (WHD)
- Indiana Legal Services (ILS)
- Pathstone

The Task Force sponsors several annual projects including:

- Holiday Migrant Family Sponsorship: Migrant families settling out in Indiana for their first winter are selected for the holiday sponsorship. Migrant service agencies each sponsor one or more families by collecting a list of items desired and items needed from the families. They then purchase the items, wrap them, and deliver them to the families in time for the holiday season.
- Indiana Migrant Farmworker Conference: an annual conference of migrant service provider agencies is facilitated each summer to share information, network, and identify new resources.
- Crisis Fund: the Task Force provides assistance to families in situations when no other service provider agency can provide resources.

Consolidated Outreach Project (COP)
The IMEP is an active participant in the Consolidated Outreach Project (COP), which identifies the needs of the farmworker population in an efficient and minimally disruptive manner. COP began in 1985, when the Indiana Task Force on Migrant Affairs designed, implemented, and coordinated services in order to reduce duplication and expenditures to federal and state funded migrant programs. It is a centralized statewide project providing outreach referral and follow-up services for migrant and seasonal farmworkers. COP is funded by the combined efforts of the Indiana Department of Workforce Development, Indiana Department of Education, and Indiana Health Centers, Inc.

The primary purpose of COP is to facilitate and expedite services to migrant and seasonal farmworkers. The services that are provided include Day Care, Head Start, Commodities & Clothing distribution, Food Pantries, Rural Transportation, Home Weatherization, Women, Infant and Children (WIC) and Project Safe (energy assistance).

Collaboration within the Indiana Department of Education:
The Title I, Part C Migrant Education Program is administered by the Division of Differentiated Learners: English Language Learning & Migrant Education which also administers Title III. Frequent communication among IDOE program areas promotes efficient service delivery to migrant students in Indiana. Divisions that the IMEP regularly interacts with for this purpose include:

- Title I, Part A
- Office of Student Assessment;
- Office of Student Services
- Office of Curriculum & Instruction
- Office of Integrated Services (summer school)
- Office of School and Community Nutrition Programs
- Office of Special Education
- Office of School Data Reporting
- Office of Finance

Indiana Commission on Hispanic/Latino Affairs
This is a non-partisan state agency that identifies, measures, and reviews programs, legislation, and researches challenges and opportunities affecting Indiana's Hispanic/ Latino community to work toward economic, educational, and social equality, including promoting cooperation and understanding, and providing recommendations to the Governor and legislature.

Interstate Coordination
The IMEP is a leader in coordinating resources and providing integrated services to migrant children and their families. Coordination strategies to reduce the effects of educational disruption include dynamic interaction with nationwide programs and resources that develop credit accrual and exchange programs, implement dropout prevention strategies, exchange health information preventing educational interruptions, and promote the exchange of school records. Such programs and resources include the following:

ESCORT (Eastern Stream Center on Resources and Training)
ESCORT provides professional development and technical assistance to ensure success for migrant students. In an effort to enhance services to Indiana's migrant students, IMEP regularly accesses ESCORT instructional and identification and recruitment resources.

Texas Education Agency, Texas Migrant Interstate Program (TMIP)
IMEP contracts annually with the Texas Education Agency (TEA) to administer Texas statewide testing to migrant students in Indiana. Regular record transfers and communication takes place with TMIP, the TEA assessment administration agency for migrant students. IMEP staff members receive annual training from TMIP to administer pertinent sections of the Texas Assessment of Knowledge and Skills (TAKS) to third, fifth, eleventh, and twelfth graders; and the Texas Assessment of Academic Skills (TAAS) to those students who need it to graduate. Successful achievement of these assessments is required by TEA for grade promotion and graduation.

Additionally, IMEP regularly accesses the TEA New Generation System (NGS) for Texas migrant student records. This data retrieval is necessary to supply students with appropriate course work during their stay in Indiana.

Secondary Credit Accrual Courses
The National PASS Center, of the Geneseo Migrant Center, is the IMEP resource for the Portable Assisted Study Sequence (PASS) Program. This consists of self-contained, semi-independent study courses which enable students to earn secondary level academic credits. IMEP distributes PASS courses to Migrant Education Projects and to students through the on-site tutoring program. In addition, IMEP uses University of Texas (UT) courses for the secondary migrant curriculum. Thus, students are able to continue course work as they move into, out of, and around Indiana from district to district.

X. Program Evaluation

As required under MEP regulations § 200.83 through § 200.85, the IMEP conducts annual evaluation of the program implementation to ensure high quality services to migrant students. The 2008-09 IMEP Program Evaluation Report is posted at http://www.doe.in.gov/lmmp/docs/MEP_Evaluation_Report.pdf.

The following activities will be conducted to evaluate the implementation and results of the IMEP for school year 2009-10 and summer 2010 in order to improve the services provided to migrant students. The timeline and activities span the course of the entire school year and integrate the evaluation of every aspect of the service delivery areas represented in the Service Delivery Plan.

Based on the outcome of this evaluation plan, the IMEP Program Evaluation Report for 2009-10 will be completed by September 30, 2010.

ACTIVITY	TIMELINE
PROGRAM PLANNING	
Meeting with Great Lakes East Comprehensive Center (GLECC) for technical assistance to resolve the OME Monitoring Findings on measurable goals, program evaluation, and ID&R; and to plan technical assistance to LEA projects in 2009-10	Aug 13, 2009 Sept 24, 2009 Oct 20, 2009 Oct 23, 2009
Evaluate the outcomes of the Nov 19 technical assistance workshop provided to LEAs on developing measurable MEP goals	Nov, 2009
Meeting with Great Lakes East Comprehensive Center (GLECC) to evaluate the technical assistance that GLECC has provided on IMEP program evaluation and future planning for the Title I, Part C Migrant Education Program	Dec 14, 2009
IDENTIFICATION & RECRUITMENT (ID&R)	
Implement the Comprehensive Needs Assessment (CNA) survey developed by Center for Human Services (CHS), Migrant Education Training Support (METS)	April 2010
Analyze the results of the CNA survey and use the data to update the Service Delivery Plan (SDP)	April 2010
Revise the Quality Control Plan to reflect procedural changes	May 2010
Evaluate the outcomes of the June 7-10 ID&R training provided by Human Services (CHS), Migrant Education Training Support (METS)	June 2010
Complete the revision of the SDP document	July 2010
Evaluate the quality of the migrant COEStar student data system's server and the perform upgrades needed in order to "go live" in MSIX	May - July 2010
Conduct the 2009-10 prospective re-interview (50 students) to ensure ID&R quality control	August 2010
Analyze the effectiveness of the Quality Control process and staff training by reviewing the quality of work produced by intermittent Field Recruiters	September 2010
Evaluate the effectiveness of the Consolidated Outreach Project (COP) agreement as an ID&R lead to determine the number of COEs generated from COP intake forms	September 2010
INSTRUCTIONAL SERVICES	
Evaluate the effectiveness of the technical assistance training provided to LEAs (November 2009) on developing 2009-10 measurable goals	December 2009
Analyze the effectiveness of the indicators used for 2009-10 LEA on-site monitoring	May 2010

and update the indicators to an evidence-based model; and pilot the new evidence-based tool in Summer 2010	
Evaluate the quality of the proposal submitted through the Request for Proposals (RFP) process for summer instructional services and determine the effectiveness of identifying service providers through the RFP process	May 2010
Review Spring 2010 Indiana Statewide Testing of Educational Progress Plus (ISTEP+) academic assessment data for migrant students to determine progress toward meeting the English/language arts and mathematics performance targets	June 2010
Determine the outcomes of LEA projects' measurable goals as reported on the 2009-10 End of Project Performance Reports (EPPR)	June 2010
For LEAs that did not meet their 2009-10 measurable goals, provide technical assistance through the 2010-11 grant application review to address instructional issues and incorporate unmet goals into the new grant application for further work	July 2010
Analyze the student needs identified through the CNA process and identify ways to enhance instruction for migrant students. Based on this analysis, develop and release a Request for Proposal (RFP) to provide supplemental instructional opportunities to migrant students in 2010-11	July 2010
Analyze Portable Assisted Study Sequence (PASS) outcome data for 2009-10 and summer 2010	August 2010
Analyze Texas Assessment of Knowledge and Skills (TAKS) testing for Summer 2010 to evaluate the impact of program administration changes on TAKS participation	August 2010
Determine the outcomes of LEA projects' measurable goals as reported on the Summer 2010 End of Project Performance Reports (EPPR)	August 2010
Analyze the services provided to out of school youth (OSY) through summer instructional services and the distribution of instructional materials during the ID&R process	August 2010
Review 2009-10 graduation rate data for migrant students to determine progress toward meeting the State performance target (based on October data collection)	December 2010
SUPPORT SERVICES	
Conduct strategic planning and analyze the goals and outcomes of the Indiana Task Force on Migrant Affairs (ITFMA)	April – May 2010
Evaluate the effectiveness of the Consolidated Outreach Project (COP) agreement as a means of interagency collaboration and resource for ID&R	December 2010
PROFESSIONAL DEVELOPMENT	
Evaluate the feedback from the Fall Informational Email Series	September 2009
Evaluate the evaluation feedback from the March 2010 Project Directors' Workshop WebEx session	April 2010
PARENT ADVISORY COUNCIL	
Review the outcomes of the October 2009 and April 2010 State level PAC meetings to evaluate the effectiveness and plan for future meetings	August 2010

X. Conclusion

As outlined in the Title I, Part C Migrant Education Program Service Delivery Plan (SDP), the needs of migrant students, as identified through the Comprehensive Needs Assessment (CNA), are met through the provision of services in the areas of Identification and Recruitment; Instructional Services; Support Services; Professional Development; and Interstate/Intrastate Coordination. Measurable programmatic goals for continuous improvement at the state and local level are implemented to ensure appropriate services and the effectiveness of the program's implementation and results are measured annually.

Appendix A:
Measurable Goals

Developing Migrant Education Project Goals
November 19, 2009 - 9:00 a.m.-12:00 p.m.

9:00 a.m. - 9:30 a.m.	*Lauren Harvey,* Coordinator o Welcome, Introductions, Logistics o "Why develop project goals?" o The Indiana Vision and Plan o Our goal for the day o Three project goals to develop
9:30 a.m. - 9:55 a.m.	*Jayne Sowers,* Great Lakes Comprehensive Assistance Center • Working together- Setting norms; The day's agenda • Step 1: Review S.M.A.R.T. goals • Step 2: Evaluate and edit sample goals to match SMART criteria
9:55 a.m. - 10:05 a.m.	*Alyson Luther, Kristen Perry,* ELL Specialists • Step 3: Include measures of effectiveness: student data and program data
10:05 a.m. - 10:15 a.m.	*Break*
10:15 a.m. - 11:15 a.m.	• Step 4: Translate topic in own project application into three SMART goals • Return to Step 3 to ensure included ways to measure the effectiveness of the goal
11:15 a.m. - 11:35 a.m.	• Step 5: Review one another's goals and receive feedback
11:35 a.m. - 11:50 a.m.	• Step 6: Finalize draft goals based on feedback
11:50 a.m. - 12:00 p.m.	• Did we meet the day's goal? • What kind of professional development was this? • What are your next steps? • Evaluation of the day

Migrant Education Tool: Sample Goals to Evaluate and Edit

Alignment as a SMART Goal	Words in the goal that indicate the following component or questions				
	Specific	**Meas.**	**Attain-able**	**Realistic**	**Time**
Draft Program Development Goal: *"Our after-school literacy/homework clubs are a wonderful example of different programs working together to promote the academic and social success of our students."*	*No*				*No*
Rewritten SMART Goal: Program Goal All middle school teachers (classroom, Title I, ESL, etc.) will (a) meet every three weeks with lead of SES program to share formative assessment data and (b) will together create one E/LA instructional goal for each student, (c) will submit the goal form to principal and tutors, and (d) SES tutors will provide instruction.	Yes - All middle school teachers; - SES lead - SES tutors		Don't know	Don't know? Does union contract allow?	Yes Meet every 3 weeks; Teach at every session

Alignment as a SMART Goal	Words in the goal that indicate the following component or questions				
	Specific	**Meas.**	**Attain-able**	**Realistic**	**Time**
Draft Community Outreach Goal: We supplied backpacks to migrant students in need because it is important for them to carry books and supplies to school.		*No*	*Don't know*		
Rewritten SMART Goal: ___*%* of community *businesses and* _____ will respond positively within ___ weeks by providing _____ *sets* of backpacks and supplies to migrant students; and ____*%* will attend the dessert celebration to give the students the backpacks at the beginning of the project.	- - Backpacks - Supplies		**How will you measure if this goal is achieved?**	*Don't know*	

Alignment as a SMART Goal	Words in the goal that indicate the following component or questions				
	Specific	**Meas.**	**Attain-able**	**Realistic**	**Time**
Draft Student Learning Goal: *"We will provide a one-to-one vocabulary center at the elementary school to assist struggling students to achieve high levels of educational success."*			**How will you measure if this goal is achieved?**		
Rewritten SMART Goal:	-	-	-	-	-

___% elementary migrant students will increase *in* _____*and* _____ every ____ weeks by participating in the *one-to-one vocabulary center* with ___ or more data sources used to measure growth.					

School	Goal #1: Student Learning	Goal #2: Program Development	Goal #3: Community Outreach
Bartholomew Consolidated SC	Elementary Migrant Students will increase literacy levels through a corporation literacy incentive. *Migrant staff will read to and with Elementary Migrant students twice a week.	To ensure that all Migrant students have been identified in order to be served. The new work survey will be distributed and mailed to all ELL students with an addendum explanation by December 5, 2009. ESL Parent Liaisons will do a follow-up by calling parents, visiting homes and contacting work locations of the Migrant students by December 15, 2009.	All Migrant parents will attend parent meetings and classes to increase their involvement in the educational process within the community. *Parents will be invited to attend weekly meetings on how to navigate the BCSC educational system. *Community representatives will attend to explain their organizations. *Family literacy nights will be provided. *Parent liaisons will be introduced to parents.
Goal Met:	**No**	**YES**	**NO**
Delphi Community SC	40% of LAS Links levels for migrant students grades K-12 will go up one level as compared from the 2009 to the 2010 school years. The Migrant Grant Director will compile the data once LAS Links results are received back from this year's assessment in July.	The number of migrant students' parents attending the ELL PAC meetings and Title I parent nights will increase by 20% over this school year as compared with last school year. Sign in sheets will be used to provide documentation and bilingual staff is present at meetings.	The number of migrant students referred by school nurses and guidance counselors for medical and/or dental services during the 2009-2010 school year and paid by the migrant grant monies will increase by 20%. All appropriate school personnel are aware that funding is available and a spreadsheet of expenditures will be kept as part of the grant budget pages.
Goal Met:	**YES**	**YES**	**YES**
Elwood CS	Elementary and Secondary Migrant students will score 5 points higher from fall to spring on NWEA in English/LA and Math.	Elementary and Secondary teachers will meet at grade levels with the Lead Migrant Aide to share data and to complete a goal for each student to place in his/her	ECSC migrant program will increase the accessibility/information about community services for migrant families by the third week of the school

		ILP folder.	year, by means of a school fair.
Goal Met:	**NO**	**NO**	**NO**

SCHOOL DISTRICT	**GOAL 1: STUDENT LEARNING**	**GOAL 2: PROGRAM DEVELOPMENT**	**GOAL 3: COMMUNITY OUTREACH**
CS of Frankfort	All migrant students will be monitored routinely, elementary & middle school students every nine weeks; high school students every six weeks/trimester. Monitoring will be carried out by looking at DIBELS scores, grades, attendance rates, and teacher assessments to ensure that students are not failing in school.	A minimum of four after-school informational meetings through the year to assist migrant parents in student success with 30% of migrant families in attendance. An evaluation form on a 1-5 scale will be handed out asking for the program's effectiveness, the use of information, and open-ended questions posed to parents for input.	80% of our migrant families will be interviewed with the annual Parent Survey within four weeks of the beginning of the second semester to evaluate the ELL program for parent satisfaction and topics of interest.
Goal Met:	**YES**	**N/A**	**YES**
Goshen CS	75% of migrant students will increase their acquisition of academic language by at least 20 Math and Language Arts terms through instruction supported by weekly collaboration between the ELL and general classroom teacher and the use of the Marazano 6 step process.	75% of migrant students will reach their target goal for literacy by 55% through ELL and classroom reader/writer workshop literacy instruction.	Parent Liaisons will visit all new Migrant families monthly for the first 3 months after arrival and once every three months thereafter to determine family need and make referrals to community service organizations as appropriate.
Goal Met:	**YES**	**YES**	**NO**
Kankakee Valley SC	Using the Imagine Learning software, students who are level 1-2-3 will have an increase in their scores in oral and literacy development.	We will ensure that contact is made with 100% of our migrant families on a monthly basis through phone calls, letters or home visits.	Teachers and local organizations will donate clothing items for high school students who had been identified by teachers and staff in need of warm coats, pants and shirts.

Goal Met:	**YES**	**YES**	**YES**
Lafayette SC	50% of our elementary migrant students will increase in comprehension and sound recognition by participating in STAR time. It will be monitored every three weeks and annually using two or more data sources.	100% of migrant families and students will be contacted monthly through home visits, school visits, and phone calls.	35% of local community non-profit agencies will respond positively within 1 week of migrant student enrollment by providing 15 backpacks and supplies to migrant students.
Goal Met:	**YES**	**YES**	**YES**

Logansport CSC	85% of Columbia Middle School migrant students' classroom grades will improve from the first six weeks to second six weeks of second semester, 2010, as a result of their participation in the CMS after school tutoring program. The program will meet three times each week and will be run by the CMS ENL teacher, Mrs. Leanne Little	100% of migrant sophomores and juniors will be informed of the LHS Cadet Teaching opportunity in time for their 2010-2011 school year schedules to be made. This effort will be measured by students signing a form that indicates whether or not they elect to participate in Cadet Teaching in 2010-2011.	The LCSC PAC will come together with Reading Railroad and the Logansport Public Library for a Parent Information Night on Thursday, March 18, 2010. Topics will include but not be limited to: homework tips, reading with your child, school success, and library access. All migrant families in the corporation will be invited. A survey will be administered to those in attendance to determine the level of satisfaction with the Parent Night along with topics that parents would like to see included in the future.
Goal Met:	**YES**	**YES**	**YES**
Marion CS	Elementary and Secondary migrant students will score 5 points higher from the fall to the spring on the NWEA test in language arts and math	LAS Links data will be shared in the spring with building principals and classroom teachers to enhance the curriculum for the migrant students, and the scores will be put in each ILP folder for every migrant student.	The aides for the program, after the start of the school year (3 weeks), will get a list of local agencies to share with each migrant family in the Marion School District for them to use as resources
Goal Met:	**NO**	**NO**	**NO**
MSD Lawrence	Migrant students who are age appropriate will achieve at a level of 60% or higher in ELA and Math. Migrant students who participate in LAS Links will improve by 12 or more scale points each academic year.	Identification Process: MSD Lawrence will develop a systematic process for identifying migrant families that extends beyond our current strategies. The number of methods used to identify migrant students will be enhanced and outcomes will be monitored and measured for effectiveness.	PAC will be held twice yearly to engage migrant families in social services and instructional support for themselves and children. Migrant families will participate in the November parent meeting to learn about ABE and GED opportunities.

Goal Met:	**N/A**	**YES**	**N/A**
School	**Goal #1: Student Learning**	**Goal #2: Program Development**	**Goal #3: Community Outreach**
North White	50% of NWSC Migrant students in grades K-12 will demonstrate mastery (80%+ by district definition) of prioritized Power Skills in Language Arts and Math each quarter (9-week grading period), using SSP (Student Success Process) district assessments. Teachers will use baseline and reteaching data for instructional decision-making.	80% of NWSC Migrant families will complete annual needs assessment surveys during March 2010, for guiding program effectiveness and success, and for planning purposes. Data sources/process for responses: 1) written - paper/pencil; on-line, 2) Parent interview - personal; telephone.	60% of NWSC Migrant families will participate in at least one ELL-sponsored family activity each 9-week grading period during second semester, 2009-10. The Migrant Parent Liaison will facilitate a variety of opportunities for families, including Reading Nights/ Game Nights, Hot Topics Workshops, etc, each quarter for students, PreK-12.
Goal Met:	**N/A**	**YES**	**YES**
Plymouth CS	After participating in ESL instruction for 9 months, 50% of all 3rd-8th grade LEP migrant students will increase their LA ISTEP scores by 10% from the 2009 spring results	50% of migrant parents will participate in parent activities sponsored by the school during the 2009-2010 school year	Based on a survey, 75% of migrant parents will report being satisfied with the quality/quantity of the assistance and communication received by the school in regards to providing needed health programs or other needed resources
Goal Met:	**YES**	**YES**	**YES**
SC Hammond	90% of enrolled high school Migrant students will be administered the *Scholastic Reading Inventory (SRI) Lexile* assessment 3 times per school year with the goal of 100 points annual increase to demonstrate reading comprehension growth.	All instructional staff who work with Migrant students will attend 1/2 day Saturday meetings each month to identify and review state *ELP Standards* to be addressed for individual students. Based upon annual *LAS Links* levels and ongoing End of Term *SRI* assessment reports, teachers will review and update students	20 local businesses will recognize the Migrant Program population by sponsorship of the annual Christmas activity with holiday gifts, books, prizes, grocery gift certificates/vouchers and clothing by November 22 with 100% of the population participation at the activity.

		Individual Learning Plans (ILPs), with the primary goal of each student annually demonstrating one full *Overall scale score level* increase on the *LAS Links* and 100 point *Lexile* level increase on the *Scholastic Reading Inventory (SRI)*.	
Goal Met:			
School	**Goal #1: Student Learning**	**Goal #2: Program Development**	**Goal #3: Community Outreach**
South Bend CSC	66% of migrant students in grades 5-8 will improve by one letter grade on their report card in the subjects of science, reading and language arts (writing) from the beginning of the school year to the end of the school year. The Bilingual Services Department will provide tutoring to these students during school and/or after school for 3 hours per week for the duration of the school year.	100% of Primary Center (K-4) migrant students will receive instruction for the entire year on the Balanced Literacy Instruction model from highly qualified certified teachers. Students will receive at least 1 hour of intensive Balanced Literacy instruction daily. The type of instruction will be determined by the students' Guided Reading and writing assessment results.	100% of all migrant students will receive the required immunizations within 20 days of enrollment and a medical/dental evaluation will be provided by district staff also within 20 days of enrollment. Based on this evaluation, all students will be referred for appropriate treatment to at least one provider. District staff will make the appointments, if necessary.
Goal Met:	**YES**	**YES**	**YES**
Warsaw CS *consortium with Tippecanoe Valley and Wawasee CS	100% of migrant elementary students (grades K-6) will participate in RTI Universal Screening 3 times per year (September, January, May) using AIMS web benchmark testing to measure English language development, math and literacy progress.	Twenty secondary teachers (10 WCHS, 5 Lakeview Middle, 5 Edgewood Middle) will attend a 3-day SIOP training and will write a SIOP lesson plan to be shared with and observed by the building principal within the same semester of school.	The community Sus Amigos program in collaboration with 2 orthopedic companies, DEPUY and BIOMET, will provide leadership training for two middle school and one high school after school programs (BOLLT, Building Our Language Leaders of Tomorrow) each Wednesday for 18 sessions for 80 ESL students including 100% of migrant

			students grades 7-12.
Goal Met:	**YES**	**YES**	**YES**
West Noble	60% of Elementary and Middle School migrant students will demonstrate growth in Reading (2-5) or Language Arts (6-8) achievement from the fall to the spring by achieving their NWEA RIT Goal.	All teachers of migrant students will meet with the project director and literacy coach twice a year after NWEA data is collected to develop goals for each student and plan how the teacher will provide the instruction.	West Noble Middle School will increase the number of parental involvement activities by 100% from one event to two events, which will help enhance their child's educational experience, and will be offered by hosting a community carry-in during February.
Goal Met:	**NO**	**YES**	**YES**

Appendix B:
Migrant Information and Data Access System (MIDAS)

Title I, Part C Migrant Education Program (MEP)
Migrant Information & Data Access System (MIDAS) Project
Project Goals, Objectives, High Level Requirements

* Please see Glossary of Terms for further explanation of terms in ***bold italic print***.

Data Migration/Conversion from COEStar

1. **Goal:** Integrate COEStar data to the newly developed MIDAS system.
   Objective: Create a plan to convert all COEStar data to the MIDAS system.
   High level requirements: A plan must be established to convert data from old database to new data system.
   1.1 Create a plan specifying the format of data to be converted.
   1.2 Conduct a test data conversion to validate the process (one month prior)
   1.3 Resolve any issues from test conversion
   1.4 Conduct true data conversion from COEStar to MIDAS

Entering and Managing Program Eligibility Data

2. **Goal:** Integrate Title I, Part C Migrant Education Program (MEP) student eligibility data into one centralized data management system that is compatible with the IDOE Student Test Number (STN) system.
   Objective: Create a student-based system for managing migrant data that is integrated into the STN system.
   High Level Requirements: A STN must be created for every migrant student (ages 3-21).
   MEP program eligibility ranges from ages 3-21 but 0-2 children are also documented on the ***Certificate of Eligibility (COE)***.
   2.1 STN for school age children (3-18)
      2.1.1 Check for existing STN
   2.2 STN for children ages 0-2
      2.2.1 Use separate bank of STNs
   2.3 STN for ***out-of-school youth*** ages 19-21
   2.4 Integrate into STN data
      2.4.1 Auto generate the STN for each eligible child

3. **Goal:** Ensure that the migrant data system is developed with a secure framework.
   Objective: Create a log-in based system with username and password.
   High Level Requirements: Create a secure framework with universal log-in for distributing and managing user accounts. Determine the level of access/permissions needed for each type of user based on log-in type:
   3.1 LEA Records Clerk
      3.1.1 Must have the ability to view and update possible and enrollment list fields (see Appendices C &E) and family contact information
      3.1.2 Must have read-only and print permissions on COEs for school district only
      3.1.3 Must have read-only and print permissions on ineligible list
      3.1.4 Must have the ability to upload and update health/immunization records
      3.1.5 Must have the ability to upload withdrawal information

- 3.1.6 Must have the ability to add student course information including English language level, TAKS and PASS information without being able to modify the COE
- 3.1.7 Must be able to see if a student is flagged as Priority for Service

3.2 LEA Project Director

- 3.2.1 Must have the ability to view and update possible and enrollment list fields (see Appendices C &E) and family contact information
- 3.2.2 Must have read-only and print permissions on COEs for school district only
- 3.2.3 Must have read-only and print permissions on ineligible list
- 3.2.4 Must have the ability to upload and update health/immunization records
- 3.2.5 Must have the ability to upload withdrawal information
- 3.2.6 Must have the ability to add student course information including English language level, TAKS and PASS information without being able to modify the COE
- 3.2.7 Must be able to see if a student is flagged as Priority for Service

3.3 SEA Migrant Education Specialist

- 3.3.1 Must have the ability to send updates to LEA possible list (notify the LEA if a child has been determined eligible or ineligible for services)
- 3.3.2 Must have the ability to modify and update COEs (create new COEs and copy previous ones)
- 3.3.3 Must have the ability to modify and update the ineligible list
  - 3.3.3.1 When saving ineligible list updates, include prompt asking if the changes should be saved
- 3.3.4 Must have the ability to run all reports
- 3.3.5 Must have the ability to add new comments in a separate section without modifying the actual COE

3.4 SEA ELL Specialist

- 3.4.1 Must have the ability to modify and update TAKS/PASS information
- 3.4.2 Must have the ability to add comments in a separate section without modifying the actual COE
- 3.4.3 Must have read-only permissions on the COE
- 3.4.4 Must have the ability to run all reports

3.5 SEA Coordinator

- 3.5.1 Must have the ability to run all reports

3.6 SEA IT Administrator

- 3.6.1 Must have the ability to run all reports
- 3.6.2 Must have the ability to create SEA and LEA user accounts
- 3.6.3 Must have the ability to access and edit any data submitted by all other users

3.7 SEA Intermittent Staff

- 3.7.1 Must have the ability to send updates to LEA possible list AFTER the COE has been verified (notify the LEA and the MES that a child has been determined eligible or ineligible for services)
- 3.7.2 Must have the ability to create new COEs and modify (copy) existing COEs when there has been a qualifying move
- 3.7.3 After submitting a COE for verification, the intermittent staff will have read-only permission on COEs.

3.7.4 The system shall have one field that can be modified by any user in order to comment if a family is no longer at the address listed on a COE. This will not modify any of the information on the COE.

4. **Goal:** Promote access to student eligibility and demographic data over time and capture snapshot data.
   Objective: Provide a means of tracking student eligibility data longitudinally.
   High Level Requirements: Student records must be available over time and must contain data points that can be synthesized for longitudinal analysis.
   4.1 Use Case: Verifying a COE (see Appendix A)
   4.2 Each time a student has a new ***Qualifying Arrival Date (QAD)***, a new COE will be created
   4.3 Allow for adding new COEs to the system
      4.3.1 Open new/blank COE
      4.3.2 Enter student data (see Appendix I)
      4.3.3 Save in system
   4.4 Allow for editing existing COEs for ***recertification*** purposes
      4.4.1 Adding students to a COE
         4.4.1.1 A new child was born since last ***qualifying move*** and the family has made a new qualifying move
         4.4.1.2 A child that didn't move previously with the family moved with the family this year and made a new qualifying move
      4.4.2 Removing students from a COE
         4.4.2.1 If a student did not move with the family this year
         4.4.2.2 If a student listed is no longer eligible but siblings are
            4.4.2.2.1 Student has graduated from HS/received GED
            4.4.2.2.2 Student turned 22 before the qualifying move
      4.4.3 Updating move dates (QAD and residency date)
      4.4.4 Updating address
      4.4.5 Updating grade level/educational information
      4.4.6 Updating family data
      4.4.7 Updating demographic data
         4.4.7.1 Birthdate
         4.4.7.2 Birthplace
         4.4.7.3 City/Town where family lived previously
   4.5 User shall be able to download and print new COE as uploaded to system
   4.6 Allow SEA to determine ***Priority for Service*** of each student based on mobility and risk of failure
      4.6.1 The system shall create a flag for any child whose education has been interrupted during the regular school year (based on QAD). This will help determine PFS.

5. **Goal:** Provide a web-based application that is user-friendly and readily accessible to SEA and LEA users.
   Objective: Create tools that reduce paperwork, increase time efficiency, and improve work flow.

High Level Requirements: Simplify and improve the existing COEStar visual format.

5.1 Identify what we consider user-friendly/functions we desire the system to have.
- 5.1.1 Must have the ability to view multiple screens within the system at once
- 5.1.2 Must have easy access to all data with the least amount of impediments
- 5.1.3 Must have accessibility to a start base

6. **Goal:** Manage migrant data efficiently.
Objective: Create tools to support data management by a variety of indicators and create interface tools for retrieving data from database.
High Level Requirements: Provide SEA staff with an easy-to-use method of searching, entering, editing, and managing student level data.
Detailed Requirement: Determine procedures for archiving data (i.e., how to handle data when students are no longer eligible for the program including three year eligibility expires, after age 22, or upon high school graduation).

6.1 Allow user to search for a student in the system using:
- 6.1.1 Child's name
- 6.1.2 DOB
- 6.1.3 Child's sex (male/female)
- 6.1.4 Parent's names – mother or father
- 6.1.5 School District
- ***6.1.6 COE #***
- 6.1.7 Date entered

6.2 Allow user to browse COEs by:
- 6.2.1 COE #
- 6.2.2 School district
- 6.2.3 By county
- 6.2.4 By ***qualifying activity***
- 6.2.5 Date entered
- 6.2.6 By Interviewer

6.3 Allow for multiple children's (children in one family) information to be stored on one COE

6.4 Provide for a pre-populated dropdown menu (or similar) for qualifying activities, state codes, country codes, IN school corporation codes in order to maintain consistency
- 6.4.1 Replace current school corp. codes with 4 digit corp. codes used statewide (Karla Karr)
- 6.4.2 System shall allow for new qualifying activities to be added when needed
- 6.4.3 System shall provide a dropdown list of zip codes linked to Indiana city/town in current address (if possible)

6.5 Generate a student count report (with most current COE listed) that reflects the total number of children identified by:
- 6.5.1 Date (in between x and y date)
- 6.5.2 County
- 6.5.3 School corporation
- 6.5.4 Age
- 6.5.5 Camp

6.5.6 City
6.5.7 Activity

6.6 Generate a report for ***End of Eligibility (EOE)*** by:
6.6.1 County
6.6.2 Date
6.6.3 School corporation
6.6.4 Qualifying activity

6.7 Create a separate comments section field where field recruiters and MES can provide updated comments regarding a migrant family. For example, note that the family no longer lives at the address listed on the COE. Making updates in this field would not modify the actual COE.

7. **Goal:** Provide case management tools that reduce the burden of SEA and LEA staff.
Objective: Create tools to reduce time and increase effectiveness of managing students' eligibility status.
High Level Requirements: A system for case load management must be developed and maintained to keep track of students' status as "***possible***, ***eligible***, ***ineligible***, or ***withdrawn***."

7.1 Use Case: Determining student eligibility on the ***Possible List*** (see Appendix C)
7.1.1 Description: The Possible List is used as a "lead" to determine students' eligibility for the program.
7.1.2 Actors: (a) ***school clerk***, (b), parents, (c) MES/recruiter, (d) students
7.1.3 Assumptions: students on the Possible List may qualify for the program; students are age 3-21; students have not graduated from high school; students are on the list based on the results of the ***Work Survey*** (see Appendix B); and there could be ineligible students on the list
7.1.4 Preconditions: record clerks must submit the list to MES every Friday via upload process
7.1.5 Post-conditions: once student eligibility is determined and the school is notified if students are eligible or ineligible, the school will not include that child the following Friday on the Possible List.

7.2 Enrollment data
7.2.1 Provide a method for LEA to enter ***current enrollment information*** for students in a Migrant Education Program
7.2.1.1 enrollment info
7.2.1.2 withdrawal info
7.2.1.3 immunization info
7.2.1.4 Student academic information
7.2.1.4.1 Course scores/grades
7.2.1.4.2 Start and end dates for meeting with tutor
7.2.1.4.3 TAKS exams
7.2.1.4.2.1 Provide fields to note grade level in which the student is being tested, the date the test was administered, and a field to indicate a pass or fail score.
7.2.1.4.4 PASS courses

7.2.1.4.4.1 Allow space to document the following data related to PASS courses: student name, course taken, percentages per unit, overall percentage

7.2.2 Provide a method for Specialist (or tutor?) to enter enrollment information for students not being served by a Migrant Education Project school

7.3 Allow for LEA to input /update enrollment information for ***summer sessions***, ***fall sessions***, and ***full school year sessions*** (***enrollment lines***)

7.4 Allow LEA to select services each student receives (see Appendix H)

7.5 Possible List

7.5.1 Provide an up-to-date list of possibly eligible migrant students by school district

7.5.1.1 Allow LEA clerk to make changes/updates to information

7.5.1.2 Allow ME Specialist/Field Recruiter to update status of each child

7.5.1.3 Allow for notification of changes

7.6 Enrollment List

7.6.1 Provide and up-to-date list of migrant students enrolled in each Project school

7.6.1.1 Allow LEA clerk to make changes/update information

7.6.1.2 Allow for notification of changes

7.7 Ineligible List (See Appendix D)

7.7.1 Provide and up-to-date list of students who are ineligible for services through MEP

7.7.1.1 Allow Specialist/Field Recruiter to update list as needed

7.7.1.2 Allow for notification of changes

7.8 Document services received by tutors hired through DOE/contracts

8. **Goal:** Provide LEA users with access to the system to receive an automatic "refresh" of data as students are identified as eligible or ineligible and the ability to print COEs automatically (as soon as new COE is verified – no lag time).
Objective: Provide access to LEA users to utilize the data system to receive student updates and print information.
High Level Requirements: Limit LEA functions and access within the data system.
8.1 Create an alert to notify LEA users of system updates.
8.2 Allow LEA permissions to view COEs only after COEs are verified
8.3 Notification/flag to signal updated student information (either from SEA or LEA)

9. **Goal:** Create an upload system based on user access/permission and data types or formats.
Objective: Create tools to allow LEA users to access to the data system in order to submit data including student possible lists, withdrawal data, and credit/course data.
High Level Requirements: Tools must be created for SEA users to receive data submitted by LEA users.
9.1 The system shall create an upload system for:
9.1.1 COE data (see Appendix I)
9.1.2 withdrawal data (see Appendix G)
9.1.3 health/immunization data

9.1.4 academic records
9.1.4.1 Courses and grades/transcripts
9.1.4.2 PASS course information
9.1.4.3 TAKS test dates and scores
9.1.4.4 Withdrawal information/services provided
9.1.5 possible/enrollment lists (See Appendices C and E)
9.1.6 Ineligible list

9.2 Provide LEA users with the ability to post secure uploads listing "possible" and "enrolled" migrant students.

9.3 Provide system to upload COE data from laptops to main database.

9.4 Non-functional requirements include: availability of the program (24/7), usability, added functions, real-time batch processing, support & maintenance

Aggregating and Disaggregating State Level Data

10. **Goal:** Improve the variety of reporting functions available to SEA users.
Objective: Create reporting tools including the standard reports and other necessary reports.
High Level Requirements: Develop a reporting system with the content of each report.
Detailed Requirement: Commonly needed reports must be identified by SEA users.

10.1 Use Case: Generating a county level student eligibility report

10.1.1 Description: this report determines which students have been certified in a county each school year and supports the ID&R business process for verification of residency.

10.1.2 Functional requirements: The system shall provide a means run reports based on updated student information. The system shall provide for a county eligibility report that reflects current county level information within a selected timeframe to support the verification of residency business process. This report must sort by different indicators; remove duplicates; and include the most current data.

10.1.3 Actors: (a) MES, (b) field recruiter, (c) parent/family, (d) records clerk

10.1.4 Assumptions: the report contains data from previously identified students; report will automatically remove duplicates, include only the most current information for each student, and will be generated for a specified time frame; and MES will use the list to verify residency/update eligibility information for students

10.1.5 Pre-conditions: Report will only include data for previously certified students

10.1.6 Post-conditions: The report will be used by the field recruiter or MES to contact families to verify residency; any necessary updates to the COE will be made once residency is verified.

10.2 The system shall also provide means to run a report that follows the same process of that in section 10.1 at these levels:

10.2.1 Statewide

10.2.2 County

10.2.3 School district
10.2.4 City/Town
10.2.5 Camp

10.3 The system shall allow for sorting above mentioned reports (10.1- 10.2)reports by:
10.3.1 Last name
10.3.2 Address
10.3.3 County
10.3.4 City/Town
10.3.5 Camp

10.4 Above mentioned reports (10.1- 10.2) shall include the following fields: COE#, QAD, Last Name, First Name, DOB, Parent Name, Camp (if applicable) Address, City, County, Phone, Date of last interview

10.5 Produce up-to-date reports that reflect certification status and count of all eligible migrant students in the specified area

10.6 Reports from COEstar menu currently in use – new system shall create similar reports
10.6.1 Current Enrollment Report
10.6.2 EOE List
10.6.3 Monthly District Profile
10.6.4 New Moves List
10.6.5 Qualifying Activity Report
10.6.6 Recruiter/COE Report
10.6.7 Re-enrollment Report
10.6.8 Student Age/Grade List
10.6.9 Verified/Unverified COE

10.7 Additional reports requested by ELL Specialists
10.7.1 TAKS report
10.7.2 PASS report

10.8 Additional reports requested by ME Specialists
10.8.1 See 10.1 and 10.2

10.9 Additional reports requested by Coordinator
10.9.1 Ethnicity data report
10.9.2 ISTEP+ graduation rate, and DOE-LM based (i.e., LEP status) data specific to migrant students

10.10 Report Design
10.10.1 Page numbers and date on each page
10.10.2 Other design features (MEP logo, header, etc.)

11. **Goal:** Integrate migrant students into the STN-based data system to improve the ability to aggregate and disaggregate state-level migrant student data (i.e., ISTEP+ participation)
Objective: Make migrant data a standard component of the STN data system so that migrant student performance can be analyzed.
High Level Requirements: Connect this system with the data warehouse project.

12. **Goal:** Increase accuracy and validity of data for federal ***EDEN/CSPR*** reporting and state assessment data reporting (see Appendix K).
    Objective: Ensure accuracy and validity of migrant data by increasing level of data "ownership" at state level.
    High Level Requirements: Ensure that all required EDEN and CSPR data can be aggregated from data system.
    Detailed Requirement: Build-in logic for system and review the layout/format.
    12.1 Collect data relative to ***CNA*** – Performance targets, ***ISTEP+***, ***TAKS***, ***LAS Links***, ***PASS***
    12.2 Document services for pre-school children and ***Out-of-School Youth***
    12.3 Compile data regarding graduation rate

Data Exchange

13. **Goal:** Provide a means of transferring educational and health records, beyond those required by state and local agencies to school corporations (within state and intra-state).
    Objective: Ensure ability to exchange data between SEA and LEA users.
    High Level Requirements: Create tools to transfer data from LEA to SEA (i.e., withdrawal form data and health/immunization data) and create tools to improve notifications about newly arrived students/move-ins. Interface with SLDS grant (ARRA) with automated student record exchange (Molly).
    13.1 Allow for input of health records/immunizations

14. **Goal:** Provide a means of exchanging migrant student data within the national Migrant Student Information Exchange (MSIX) system.
    Objective: Create a system that meets all of the required MSIX data elements (see Appendix J); and ensure that the data system can interface with MSIX. Create a plan to interface MIDAS data to the MSIX system.
    High Level Requirements: Review MSIX data elements and requirements and ensure that the migrant data system will synch-up with MSIX. High level requirements: A plan must be established to convert data from MIDAS to MSIX
    14.1 Create a plan specifying the type of data to be accessible to MSIX
        14.1.1 Conduct a test to upload MIDAS data to MIDAS to validate the process (one month prior)
        14.1.2 Resolve any issues from test process
        14.1.3 Conduct true data upload from MIDAS to MSIX
        14.1.4 Establish a process for updating MSIX as MIDAS data changes
    14.2 Merge or correlate Indiana # (from COE), student # (STN), and MSIX #

Appendix C:
Certificate of Eligibility (COE) Instructions

COMPLETING THE CERTIFICATE OF ELIGIBILITY (COE)

Introduction

Through the family interview process, you will gather the information needed to determine students' eligibility for the Indiana Migrant Education Program (IMEP). The next step in the eligibility process is to fill out the COE. The COE is a legal form used to document the eligibility of each child. Only persons authorized by the Indiana Department of Education can complete the COE.

The COE is designed to record, on a single form, all eligible children in a family who arrived on the same date in the state or school district where they obtained or sought employment in a qualifying agricultural or fishing activity. The paper, handwritten COE, signed by the parent, is considered the original document. The data from each handwritten COE is transferred into the COEstar database by the interviewer.

The Indiana Migrant Education Program uses the COEStar database to document, verify and report migrant student eligibility data. COEStar was developed in 1994 by the TROMIK Technology Corporation to enhance Migrant Education Program identification and recruitment efforts. COEStar is used by several states, including Indiana and California, as the migrant data system. In 2011, the Indiana Migrant Education Program will implement the Migrant Information & Data Access System (MIDAS) to replace COEStar as the IMEP student data system.

Each intermittent Field Recruiter will be assigned a laptop computer installed with an updated version of COEstar. The laptop computers contain the COEStar database of all the eligible migrant children identified in the state of Indiana, thus enabling Field Recruiters to have instant access to all that information. In addition, Field Recruiters will be able to send all completed COEs electronically to the Indiana Migrant Education Program office on a daily basis. Please refer to the COEstar manual for instructions on uploading data.

The following instructions, based on the U.S. Department of Education, Office of Migrant Education (OME) national COE requirements, serve as a step-by-step guide for IMEP staff in completing the original, handwritten COE document.

General Instructions

A separate COE must be completed for each child in the family who:

- has a different Qualifying Arrival Date (QAD); or
- does not share at least one parent in common.

Only eligible children (ages zero through 21), are to be included on the COE. If some of the children in a family are not eligible, note their names and the reason for that determination in Section VI, Additional Comments.

The recruiter must **not** include any child who:

- (1) was born after the qualifying move;
- (2) is not eligible to receive a free public school education (e.g., has graduated from high school or obtained a General Educational Development (GED) certificate) in the U.S.;
- (3) did not make the qualifying move described on the COE; or
- (4) is over the age of 21.

A COE must be completed every time a child makes a new qualifying move. In general, the QAD is the date that both the child and worker completed the move for the worker to find qualifying work. Special cases are described in the instructions for Section III, Qualifying Move and Work.

It is critical that all data elements and sections of the COE be completed. In cases where a response may not be required or does not apply, flexibility has been built into the instructions. In these cases, the recruiter must write a dash (-) in the appropriate blank. All other information must be provided.

The signature of the parent (or person providing the information) must be obtained on every COE.

Instructions for Completing the Required Elements of the COE

Please **PRINT** clearly, in pen, on all sections

I. Family Data

This section of the COE documents the name and the contact information of the child's male and/or female parent or parents.

- **Legal Father's Name (Last, First, Middle)** - The biological or legally adoptive father's name. If the male parent has two last names or a hyphenated last name, record the male parent's last name(s) as it legally exists. If there is no parent information disclosed, write a dash (-).

- **Current Father/Guardian's Name (Last, First Middle)** - The name of the male (if any) currently responsible for the child(ren), if different from the legal parent. If the male parent has two last names or a hyphenated last name, record the male parent's last name(s) as it legally exists. If the Legal Father is the same as the Current Father or there is no parent information disclosed, write a dash (-).

- **Relationship –** State the relationship of any male legal guardian or other person (or self) who is acting in the place of the parent (such as a grandparent, spouse, step-parent, etc.) with whom the child lives and who is responsible for the welfare of the child.

- **Legal Mother's Name (Last, First Middle)** - The biological or legally adoptive mother's name. If the female parent has two last names or a hyphenated last name, record the female parent's last name(s) as it legally exists. If there is no parent information disclosed, write a dash (-).

- **Current Mother/Guardian's Name (Last, First Middle** - The name of the female (if any) currently responsible for the child(ren), if different from the legal parent. If the female parent has two last names or a hyphenated last name, record the female parent's last name(s) as it legally exists. If the Legal Mother is the same as the Current Mother or there is no parent information disclosed, write a dash (-).

- **Relationship –** State the relationship of any female legal guardian or other person (or self) who is acting in the place of the parent (such as a grandparent, spouse, or step-parent, etc.) with whom the child lives and who is responsible for the welfare of the child.

- **County –** List the name of the Indiana county where the child(ren) currently resides (see reference book).

- **Camp -** List the name of the migrant camp where the child(ren) currently resides, if applicable (see reference book).

- **Cabin –** If in a camp, list the number of the cabin where the child(ren) currently resides.

- **Crew Leader/Employer –** List the name of the crew leader/employer with whom the eligible worker sought or obtained employment.

- **Current Address** – List the physical address where the child(ren) currently resides, including the complete name of the street or road where the child(ren) currently resides. In the case where a formal physical address is not available, include as much other identifying information as possible (e.g., trailer #, rural route, landmark, etc.). If the physical address is different from the mailing address, provide the mailing address in Section VI, Additional Comments.

- **Apt. #** - Write the number of the apartment where the child(ren) currently resides.

- **City –** Write the name of the city or town where the child(ren) currently resides. (see reference book)

- **State** - **IN** (already completed)

- **Zip –** Write the five digit zip code where the child(ren) currently resides. (see reference book)

- **Telephone** - The family's telephone number, including area code. If no telephone number is available, write a dash (-).

II. Child Data

This section of the COE includes child/school data such as the name, sex, birth date, etc. of each child. A recruiter should include all children in the same family with the same Qualifying Arrival Date on the same COE.

- **Last Name 1** – Record the legal last name of each eligible child in the family. If the child has multiple last names or a hyphenated last name (e.g., Ramírez-García), record the first part of the name (i.e., Ramírez) in this field.

- **Last Name 2** - If the child has multiple last names or a hyphenated last name (e.g., Ramírez-García), record the second part of the name (i.e., García) in this field. If the child does not have a multiple or hyphenated name, write a dash (-).

- **Suffix** – If applicable, record the child's generation in the family (e.g., Jr., Sr., III, 3rd). Otherwise, write a dash (-).

- **First Name** - Record the legal first name of each eligible child in the family. This is the name given to the child at birth, baptism, or during another naming

ceremony, or through a legal name change. Do **not** record nicknames or shortened names (e.g., Ale or Alex for Alejandra).

- **Middle Name** - Record the legal middle name of each eligible child in the family. This is the secondary name given to the child at birth, baptism, or during another naming ceremony, or through a legal name change. Do **not** record nicknames or shortened names (e.g., Ale or Alex for Alejandra). If the child does not have a middle name, write a dash (-).

- **Sex** - The child's sex: "M" for male or "F" for female

- **Birth Date -** Record the month, day and year the child was born. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, September 20, 2003, would be written as 09/20/03.

- **Date of Birth Verification Code (DOB Code) -** The last two numbers of the code that correspond to the evidence used to confirm each child's birth date. (See the codes and corresponding evidence listed below).

  - A **birth certificate** is the best evidence of the child's birth date and is the preferred verification document. If a birth certificate is not available, the interviewer may use another document to confirm the child's birth date and to confirm spelling of the child's and parents names, including any of those listed below. ***If written evidence is not available, the interviewer may rely on a parent's or emancipated youth's verbal statement. In such cases, the interviewer should record "07" – the number that corresponds to "parent's affidavit".***

10**03** – baptismal or church certificate;
10**04** – birth certificate;
10**05** – entry in family Bible;
10**06** – hospital certificate;
10**07** – parent's affidavit/self;
10**08** – passport;
10**09** – physician's certificate;
10**10** – previously verified school records;
10**11** – State-issued ID;
10**12** – driver's license;
10**13** – immigration document;
23**82** – life insurance policy; or
99**99** – other.

- **Grade** – Record the child's grade level (pre-school through out-of-school youth) at the time of the interview. For example; if the interview is conducted **before** regular school year has ended, enter the grade in which the child is currently enrolled. If the interview is conducted **after** the school district's regular school year has ended (i.e. in summer), enter the grade the child will attend during the next school year. (See codes below).

P0 Pre-school children not yet 1 year of age **P4** Pre-school children 4 years old

P1 Pre-school children 1 year old

P2 Pre-school children 2 years old

P3 Pre-school children 3 years old

P5 Pre-school children 5 years old

K Children in Kindergarten

For children in grades **1** through **12** record the appropriate grade level.

Out-of-school (OS) - Youth up through age 21 that are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

- **Multiple Birth Flag (MB)** - "Y" for "yes" if the child is a twin, triplet, etc., or "No" if the child is <u>not</u> a twin, triplet, etc.

- **Race and Ethnicity (R/E) –**

  When completing the original, **paper copy of the COE** during the family interview, use the following numeric codes to record the code number for the race/ethnicity of the child:

  100= American Indian or Alaskan Native (Persons having origins in any of the original peoples of North, Central or South America)

  200 =Asian

  300 = Native Hawaiian or Other Pacific Islander

  600=Black or African American

  700=White (Persons having origins in any of the original peoples of Europe, North Africa or the Middle East).

When **entering the COE into the database**, enter responses to the following fields:

Latino – "Y" for "yes"* or "N" for "no".

Race -

***If Yes is selected**, in the Latino field, selecting a race **is not** required.

If **No is selected** in the Latino field, a **race has to be selected**.

If it is a COE for a family **with previous migratory history (already in our database),** leave the race that was previously selected.

- *Birthplace* ***– Record the name of the child's birth city, state and country.***

- **Residency Date -** If the Residency Date is different from the Qualifying Arrival Date (QAD), record the date (MM/DD/YY) that the child(ren) entered the present school corporation. Use the two-digit number that refers to the month and day, and the last two digits of the year. For example, May 20, 2010, would be written as 05/20/10. If the child(ren) qualified for the MEP based on a move prior to the current move to the present school corporation, the Residency Date will be later than the QAD. If the child(ren) moved prior to the worker's move, the Residency Date would precede the QAD. If the Residency Date is the same as the QAD, write a dash (-) in this field.

III. Qualifying Move & Work

This section records the qualifying move and qualifying work information which the State believes documents the child's eligibility for the program.

1. The child(ren) listed on this form moved from a residence in <u>(School District/City/State/Country)</u> to a residence in <u>(School District/City/State)</u>.

<u>from</u> a residence in <u>(School District/City/State/Country):</u> This location is the last place of residency **<u>before</u>** the child(ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. Note that the child(ren) might have made subsequent non-qualifying moves.

- ✓ **School District** – the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move
  - ➢ ***For verification of residency only*:** Enter the school district, if available. If it is not available, enter N/A. COEstar will not allow COE to be saved if this field is blank.
- ✓ **City** - the city where the child(ren) listed resided immediately prior to the qualifying move (see reference book)
- ✓ **State -** the state where the child(ren) listed resided immediately prior to the qualifying move (see reference book)
- ✓ **Country** - the country where the child(ren) listed resided immediately prior to the qualifying move (see reference book for abbreviations)

<u>to</u> a residence in <u>(School District/City/State):</u> This location is the place of residency where the child(ren) and the parent, spouse or guardian moved due to economic necessity in order to obtain qualifying work. A qualifying move can **<u>never</u>** be made **<u>to</u>** a country outside of the United States. As mentioned previously, the child(ren) might have made subsequent non-qualifying moves.

- ✓ **School District** – the full legally or commonly used name of the school district where the child(ren) listed resided immediately following the qualifying move

- ✓ **City** – the city where the child(ren) listed resided immediately following the qualifying move (see reference book)

- ✓ **State** – the state where the child(ren) listed resided immediately following the qualifying move (see reference book)

The following are several "qualifying move" scenarios. Identify which scenario applies to the specific eligibility situation and record the necessary information.

- If the child(ren) moved from a residence in one school district to a residence in another school district <u>within the same U.S. city</u> –

  - **from a residence in <u>(School District/City/State/Country)</u>** - Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately prior to the qualifying move. Also record the name of the city from which the child(ren) listed moved.

  - **to a residence in <u>(School District/City/State)</u> -** Record the full legally or commonly used name of the school district where the child(ren) listed resided immediately following the qualifying move. Also record the name of the city from which the child(ren) listed moved.

- If the child(ren) moved from a residence in one school district to a residence in another school district <u>within the same U.S. State (and these school districts are not within the same U.S. city)</u> –

  - **from a residence in <u>(School District/City/State/Country)</u>** - Record the name of the city where the child(ren) listed resided immediately prior to the qualifying move.

  - **to a residence in <u>(School District/City/State)</u> -** Record the name of the city where the child(ren) listed resided immediately following the qualifying move.

- If the child(ren) moved from a residence in <u>one U.S. State to a residence in another U.S. State</u> –

  - **from a residence in <u>(School District/City/State/Country)</u>** - Record the name of the city and State where the child(ren) listed resided immediately prior to the qualifying move.

  - **to a residence in <u>(School District/City/State)</u>** - Record the name of the city and State where the child(ren) listed resided immediately following the qualifying move.

- If the child(ren) moved from a residence in a country other than the U.S. to a residence in the U.S. –

  - **from a residence in (School District/City/State/Country)** - Record the name of the State (within the other country) if available and the name of the country where the child(ren) listed resided immediately prior to the qualifying move.

  - **to a residence in (School District/City/State)** - Record the name of the city and State in the U.S. where the child(ren) listed resided immediately following the qualifying move.

Type of move The child(ren) moved…	**The child's residence immediately prior to the qualifying move** The child(ren) moved from a residence in (School District/City/State/Country)	**The child's residence immediately following the qualifying move** The child(ren) moved to a residence in (School District/City/State)
…from one school district to another within the same U.S. city	School District, City	School District, City
…from one school district to another within the same U.S. State	City	City
…from one U.S. State to another U.S. State	City, State	City, State
…from a country other than the U.S. to the U.S.	State, Country	City, State

2. The child(ren) moved (complete both a. and b.):

a. ☐ on own as a worker, OR ☐ with the worker, OR ☐ to join or precede the worker. **(Mark only one box)**

- **on own as a worker** - The child himself or herself moved in order to obtain qualifying work.

- **with the worker** - The child(ren) moved with a parent, spouse or guardian in order for the worker to obtain qualifying work.

- **to join or precede the worker** - The child(ren) moved either before or after the date the parent, spouse, or guardian moved in order to obtain qualifying work.

b. The worker, (First and Last Name of Worker) (Continue below)

- The first and last name of the individual who sought or obtained the qualifying work (i.e., parent, spouse, guardian, or child – if on own as a worker).
    - ***For verification of residency only*:** Enter the name of the worker if available, if not available enter N/A. COEstar will not allow COE to be saved if this field is blank.

(Continued from above) … is the child or the child's ☐ parent ☐ spouse ☐ guardian. (**Mark only one box**)

- Mark the box that indicates the child's relationship to the worker (i.e., parent, spouse or guardian). Do not select one of these boxes if "on own as a worker" is checked in 2a.

i. Complete if "to join or precede" is checked in 2a. The worker moved on (MM/DD/YY). The child(ren) moved on(MM/DD/YY). (provide comment)

- Indicate the date the worker moved in order to obtain qualifying work. Also write in the date the child(ren) moved in order for the parent, spouse, or guardian to obtain qualifying work. The reason for the different moves should be explained in Section IV, Comments for Qualifying Move.

3. **The Qualifying Arrival Date (QAD)** was (MM/DD/YY). Indicate the QAD, using the two-digit numbers that refer to the month and day, and the last two digits of the year. For example, May 20, 2008 would be written as 05/20/08.

In general, the QAD is the date that both the child and worker completed the move. The child must have moved on his or her own, or with or to join a parent, guardian or spouse to enable the worker (i.e., child, parent, guardian or spouse) to obtain qualifying work. As referenced in 2a, the child and worker will not always move together, in which case the QAD would be the date the child joins the worker who has already moved, or the date when the worker joins the child who has already moved. The QAD is the date that the child's three-year (36 month) eligibility term for the MEP begins. The QAD is not affected by subsequent non-qualifying moves.

If the children move **before** the qualifying worker, the qualifying worker **must join** the children within **twelve (12) months.** If the children move **after** the qualifying worker, the children **must join** the worker within **twelve (12) months.**

Type of Qualifying Move The child. . .	**Qualifying Arrival Date (QAD)--Eligibility Begins** The QAD is. . .
. . .moved <u>with</u> the worker.	. . .the date the <u>child and worker both arrive</u> in the district where the worker will look for qualifying work.
. . moved <u>before</u> the worker moved.	. . .the date the <u>worker arrives</u> in the district to look for qualifying work.
. . .moved to join the worker <u>after</u> the worker moves.	. . .the date the <u>child arrives</u> to join the worker.

4. **The worker moved due to economic necessity in order to obtain:** (Mark only one of the following boxes: either a, b, or c.)

a. ☐ qualifying work, and obtained qualifying work, OR

- Mark this box if the child, parent, spouse, or guardian moved, **due to economic necessity**, in order to obtain temporary or seasonal employment in agricultural or fishing work, **and obtained that work.**

b. ☐ any work, and obtained qualifying work soon after the move, OR

- Mark this box if the child, parent, spouse or guardian moved, due to economic necessity, in order to obtain **<u>any</u> work**, and **soon after the move (within 30 days), obtained** temporary or seasonal employment in agricultural or fishing work.

c. ☐ qualifying work specifically, but did not obtain the work. If the worker **did not obtain** the qualifying work: (Note: Also complete box "i" box "ii" or both.)

- Mark this box if the child, parent, spouse or guardian moved due to economic necessity to obtain temporary or seasonal employment in agricultural or fishing work, but **did not obtain** that work. If this box is marked, box i, box ii, or both will be marked.

  i. The worker has a prior history of moves to obtain qualifying work (provide comment), OR

- Mark this box to indicate that the worker has a prior history of moving to obtain temporary or seasonal employment in agricultural or fishing work. Explain this history in Section IV, Comments for Qualifying Move. For example, the recruiter could write, "qualifying worker moved from Brownsville, Texas, to Decatur, Michigan, to plant tomatoes in May of 2009."

ii. There is other credible evidence that the worker actively sought qualifying work soon after (30 days) the move (provide comment).

- ***For verification of residency only*:** This field can be left blank. If a selection is marked, you may right-click on it and click "Clear selection"; this will blank out the field.

- Mark this box to indicate that there is other credible evidence that demonstrates that the worker actively sought qualifying agricultural or fishing work soon after the move, but the work was not available for reasons beyond the worker's control. For example, a local farmer or grower confirmed that the worker applied for qualifying work but none was available; newspaper clippings document that work was not available because of a recent drought, flood, hail storm, or other disaster in the area. Explain this evidence in Section IV, Comments for Qualifying Move and attach supporting documentation when available. All COEs with 4c marked (did not obtain the work) will receive additional quality control review.

5. The qualifying work*(describe agricultural or fishing work), (Continued below)

- Describe the agricultural or fishing work. When describing the specific agricultural or fishing work, the recruiter will use the worker's action (e.g., "picking") and the crop, livestock, or seafood (e.g., "strawberries"). For example: picking strawberries; thinning apples; detasseling corn; planting tomatoes; and harvesting cucumbers.

(Continued from above)…was (make a selection in both a. and b.):

a. seasonal **OR** temporary employment, (Continued below)

- Mark the box for "seasonal employment" if the employment occurs only during a certain period of the year because of the cycles of nature and that, by its nature, may not be continuous or carried on throughout the year. (Section 200.81(j)).

- Mark the box for "temporary employment" if the employment lasts for a limited period of time, usually a few months, but not longer than 12 months. Work lasting less than 12 months is not necessarily considered temporary employment. The worker must provide a statement that he/she **does not intend to remain** in that employment indefinitely or the employer states that the worker **was hired for a limited time frame**, or the SEA has determined on some other reasonable basis that the employment is temporary. (Section 200.81(k)).

  The work is not necessarily considered temporary if the worker quits, gets fired, or is laid–off within twelve months of employment.

All COEs with a temporary qualifying activity will receive additional quality control review.

b. (Continued from above)… agricultural **OR** fishing work.

- Mark the box for "agricultural work" if the work involves the production or initial processing of crops, dairy products, poultry, or livestock, as well as the cultivation or harvesting of trees. (Section 200.81(a)). The work may be performed either for wages or personal subsistence.

- Mark the box for "fishing work" if the work involves the catching or initial processing of fish or shellfish or the raising or harvesting of fish or shellfish at fish farms. (Section 200.81(b)). The work may be performed either for wages or personal subsistence.

**If applicable, check:*
☐ *personal subsistence (provide comment)*

- (*) Mark the box for "personal subsistence" if … the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch" (Section 200.81(h)). Provide comments in Section IV, Comments for Qualifying Move.

Fishing and personal subsistence are rarely, if ever, applicable in Indiana.

6. The work was determined to be temporary employment based on:

(Only complete if "temporary" is checked in 5a)

a. worker's statement (provide comment), ***OR***

- Mark this box if the work was determined to be temporary employment based on a statement by the worker or the worker's family (e.g., spouse) if the worker is unavailable (provide comment). For example, the worker states that he or she only plans to remain at the job for less than twelve months. Provide explanatory comments in Section IV, Comments for Qualifying Move.

b. employer's statement (provide comment), ***OR***

- Mark this box if the work was determined to be temporary employment based on a statement by the employer or documentation obtained from the employer. For example, the employer states that he or she hired the worker for a specific time period (e.g., 3 months) or until a specific task is completed and the work is not one of a series of activities that is typical of permanent employment. Provide explanatory comments in Section IV, Comments for Qualifying Work. Attach supporting documentation if available.

c. State documentation for (employer).

- Mark this box upon verification that the State has current documentation to support that the work described in #5 is temporary employment for this particular employer. In other words, the State has verified that of those workers whose children were previously determined to be eligible based on the State's prior determination of the temporary nature of such employment (or the children themselves if they are the workers), virtually no workers remained employed by the same employer more than 12 months, even though the work may be available on a constant and year-round basis.

- *Employer.* Identify the employer, whether it is the name of or code for a farmer, a grower, a business, or a corporation, where the worker either sought or obtained qualifying work.

IV. Comments for Qualifying Move

This section of the COE allows the recruiter to provide additional information or details that clarify the reasons for the recruiter's eligibility determination. The recruiter should write clear and detailed comments so an independent party who has no prior knowledge of the eligibility determination can understand the recruiter's reasoning for determining that the child(ren) is eligible. At a minimum, the recruiter must provide comments that clearly explain items 2bi, 4c, 5, 6a and 6b of Section III, Qualifying Move and Work, if applicable. As mentioned previously, these items include the following scenarios:

- The child's move joined or preceded the worker's move. If the child(ren) joined or preceded the parent, spouse, or guardian, record the reason for the child's later move or the worker's later move.

- The employment is temporary based on the worker's statement or the employer's statement. In particular, record the information provided by the worker or employer regarding how long they expect the employment to last. The comment should be of sufficient length to adequately document how the recruiter came to the eligibility decision.

- The child(ren) qualified on the basis of "personal subsistence," meaning "that the worker and the worker's family, as a matter of economic necessity, consume, as a substantial portion of their food intake, the crops, dairy products, or livestock they produce or the fish they catch." (Section 200.81(h)).

- The worker did not obtain qualifying employment as a result of the move. In this case, the recruiter must document that the worker stated that one reason for the move was to obtain qualifying work, AND

  - ✓ the worker has a prior history of moves to obtain qualifying work;

- ✓ OR there is other credible evidence that the worker actively sought qualifying work soon after the move, but, for reasons beyond the worker's control, the work was not available;

- ✓ OR both. Examples of credible evidence include a statement by a farmer that the worker applied for qualifying work but none was available, or a newspaper clipping regarding a recent drought in the area that caused work not to be available.

V. School Information

Write the name(s) of the child's/children's home base school(s) in the fields provided. Also include any information related to when and where the family plans to move.

For Texas students only - Mark the appropriate box if the child needs to take the Texas Assessment of Knowledge and Skills (TAKS). Record the child's School ID # or Texas Public Information Management System (PIEMS) number and/or the mother's maiden name, if available.

VI. Additional Comments

Section VI, Additional Comments allows the Field Recruiter to specify any medical problems or allergies, type of instructional services or courses needed (i.e., TAKS, PASS), special educational needs, home base telephone number, cellular number, etc.

OME recommends that the recruiter provide additional comments on the COE in Section **VI, Additional Comments, in** the following circumstances and in any other circumstances in which a third party may question the eligibility determination:

- ✓ The information on the COE needs additional explanation to be clearly understood by an independent outside reviewer.
- ✓ The basis for the preliminary eligibility determination is not obvious. For example, the work is unusual enough that an independent reviewer is unlikely to understand that it is qualifying work. An explanation is needed to enable a reviewer to understand how the preliminary eligibility determination was made.
- ✓ The work could be part of a "series of activities" that, viewed together, would constitute year-round employment (e.g., mending fences on a dairy farm and bailing hay could be two parts of year-round ranching with one employer).
- ✓ The work may be viewed by an independent reviewer as either temporary or year-round employment (e.g., collecting eggs or milking cows).
- ✓ A "move" is of such brief duration or of such a short distance (or both) that one could question whether any migration or change of residence has

occurred (e.g., intra-city or intra-town move that is across school district boundaries).

- ✓ A parent or guardian uses a symbol such as an "X" or other valid mark as a signature.
- ✓ The person who provided the information on the COE form is not the worker.
- ✓ The qualifying move corresponds to school breaks and could be viewed by some as a return from vacation or a move for personal reasons, not a move for economic necessity whereby the worker sought or obtained qualifying work. In this case, the recruiter should explain why the move was for economic necessity and not for personal reasons.
- ✓ The mailing address is different from the child's physical residence; provide the mailing address as a comment. For example the rescue mission, hotel, etc.
- ✓ The child(ren) and parent moved <u>from</u> different previous residences. Record the parent's previous school district, city, state, and country of residence.

VII. Parent/Guardian/Spouse/Worker Signature

The interviewee must sign and date the COE on the day the interview is conducted. The interviewee must also write his or her relationship to the child.

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

- *Signature, Relationship to the child(ren), Date*

The person who signs the COE must be the source of the information contained in the document and should verify any information provided by another source. If the parent is unable to sign his or her name, the parent must mark an "X" in the signature section and the recruiter must print the parent's name and relationship to the child in Section VI, Additional Comments. If a parent refuses to sign his or her name, the recruiter must document the parent's refusal in Section VI, Additional Comments, and print the parent's name and relationship to the child.

VIII. Eligibility Data Certification

The Field Recruiter must sign and date the COE on the day the interview is conducted to verify the accuracy of the written information.

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399(2) and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement

provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

- *Signature of Interviewer, Date*

The Migrant Education Specialist that completes the quality control and verification process must sign and date the COE to ensure that the written documentation is valid and sufficient and that, based on the recorded data, the child(ren) may be enrolled in the MEP.

- *Signature of Designated SEA Reviewer, Date*

Data Submission Process

Upon completion of the original, hand written, signed COE, the Recruiter must enter the information into the migrant student database and upload the COE for review and verification.

Staff are expected to enter completed COEs into the database on a **daily** basis to verify work activities for each day.

The original, hand written, signed COE must be maintained on file with the Indiana Migrant Education Program.

Verification of Residency and Documenting New, Non-qualifying Moves

Residency must be verified once per school year for students who have not made a new qualifying move but who still have a valid QAD.

A signature is **not** required when verifying residency

The school Enrollment List may be used to verify residency for children in grades K-12.

If there are siblings listed on the COE who did not attend school and are not included on the Enrollment List (preschool or Out of School Youth), they must be removed from the COE if residency has not been verified. If residency has been verified for these children that are not enrolled in school through a phone call or visit to the family, these children may be included on the COE. Every attempt should be made to contact the family to verify residency for **every child**.

Make updates on the printed electronic COE for your records (i.e., a new address, telephone number, the child's grade level, educational needs or any other additional comments).

**** When verifying residency or documenting new non-qualifying moves, Section III, Qualifying Move and Work and Section IV, Comments for Qualifying Move must not be changed. ****

Record how residency was verified in Section VI, Additional Comments. For example, if verified by phone, write "info obtained by phone." If residency is verified using the school enrollment list, write: "residency verified by school enrollment list."

Once residency has been verified, the Recruiter must enter the information into the migrant student database and upload the COE for review and verification.

If a family moves from one school district to another, but the move is a "non-qualifying move" which does not result a new Qualifying Arrival Date, the Recruiter should complete a new COE and write a note on Section VI, Additional Comments, to indicate that the move to this city and/or state was non-qualifying. Section IV, Comments for Qualifying Move, **should not be** altered when there is a non-qualifying move.

For example:

- A family was certified as eligible based on a move to Marion, IN for work in detasseling corn on July 1, 2009.
- The family then moved to Kokomo, IN to work in a non-qualifying job in construction on October 15, 2009.
- Although the move was across school district boundaries, it is a non-qualifying move based on the type of work acquired in Kokomo.
- The family is still eligible based on the previous move to Marion, but the Qualifying Arrival Date does not change from July 1, 2009.

When entering the data into the student database, the Recruiter should copy the existing COE and enter the new, non-qualifying move information into the new COE. This COE information is then uploaded for review and verification.

Appendix D:
On-Site Monitoring Indicators

Title I, Part C LEA On-Site Monitoring Indicators			
Monitoring Topic 1: Identification and Recruitment			
	Guiding Questions	**Acceptable Evidence**	**Comments**
1	Does the LEA have a systematic process in place for implementing the Work Survey and migrant student Possibles List in order to identify new and existing migrant students (including birth to age 3, ages 3-5, grades K-12, and out of school youth) according to the timeline required by the SEA?	□ Title I, Part C application □ ID&R plan □ Recruiter log of activity	
2	How does the LEA use the Certificate of Eligibility (COE) to ensure migrant students receive access to the categorical eligibility for federal free and reduced lunch program and are exempted from textbook fees	□ Completed COEs □ ID&R plan	
Monitoring Topic 2: State and Student Assessments			
	Guiding Questions	**Acceptable Evidence**	**Comments**
1	Describe the process used to ensure that migrant students are assessed on the same challenging state academic achievement standards that all children are expected to meet.	□ Assessment data for migrant students □ Percentage of migrant students that participated in state testing □ Percentage of migrant students meeting or exceeding proficiency on the state assessments □ Exemption percentage and supporting rationale, if applicable	
2	Include specific detail as to how the LEA will utilize disaggregated assessment data to determine the academic achievement level of migrant students and how the findings will inform instruction.	□ Documented plan □ Classroom observation □ Interview	
3	Provide evidence that migrant students who are also identified as limited English proficient are offered accommodations on the ISTEP+ assessments?	□ Evidence of a process to ensure that all migrant students are permitted the allowable accommodations and exemptions as outlined in SEA assessment program manuals □ If applicable, LEP migrant student data reports showing exemption status and alternative assessment data	

4	Provide evidence to demonstrate appropriate usage of the state adopted Home Language Survey as an instrument to identify potential students for the LAS Links Placement Test administration and subsequent English language development services.	□ review of Home Language Survey □ written documentation of the process used to ensure the HLS is properly administered	
5	Provide evidence of the completed LAS Links Placement Tests administered to students.	□ Review of student cumulative files	
6	Provide evidence that all students identified as limited English proficient (LEP) on the Placement Test are included in the spring administration of the summative LAS Links English Proficiency Assessment.	□ Placement Test records □ summative LAS Links testing roster	
7	Provide evidence that the school corporation makes decisions about the migrant program services based on student data, including results from state assessments.	□ Evidence that assessment data were utilized in the development of program goals and the service delivery model	

Monitoring Topic 3: Program Services			
	Guiding Questions	**Acceptable Evidence**	**Comments**
1	Provide evidence that the LEA has a comprehensive migrant education program in place that is based on the goals submitted in the application to the SEA and which has been developed with the involvement of all migrant personnel and community stakeholders.	□ Title I, Part C application □ Other LEA applicable evidence	
2	Provide evidence that the migrant education program ensure the program design helps migrant students overcome educational disruptions, cultural and language barriers, social isolation, various health related problems and other factors that inhibit the ability of such children to do well in school and prepare students to make a successful transition to postsecondary education and employment?	□ Title I, Part C application □ Other LEA applicable evidence	
3	Provide evidence that the LEA has conducted a comprehensive needs assessment in order to identify and address the special needs of migrant students.	□ Title I, Part C application □ Needs assessment documents and results □ Plan of action to address identified needs outlined in survey results	

4	Provide evidence that the LEA ensure that the services provided to migrant students are aligned with those outlined in the Title I, Part C application for the current project period?	□ Title I, Part C application □ Other LEA applicable evidence	
5	How does the LEA utilize data (formative and summative) to evaluate the migrant education program. Include a description of the process used to make future programming adjustments based on findings.	□ Title I, Part C application □ Title I, Part C program evaluation □ Title 1, Part C EPPR	
6	Describe the process used to determine Priority for Service (PFS) * levels and how instructional programming is reflective of the PFS determinations. *See Title I, Part C Grant Application, page 4	□ Enrollment list with student's current PFS level and the services they are receiving	
7	For students whose eligibility expires during the regular school year, how does the LEA ensure services are continued through the end of the school year?	□ List of continuation of service students identifying the capacity in which these students are receiving services □ COE □ Withdraw forms	
8	Describe the process used by the LEA to coordinate and integrateTitle I, Part C services with other state and federal educational programs.	□ Title I, Part C application	
9	Describe the process used to ensure that all teachers of migrant students, that are the sole teachers of core academic subjects, meet Indiana's definition of a highly qualified teacher.	□ Copy of teachers' licenses issued by the IDOE	

10	Provide evidence that the LEA maintains an accurate enrollment list, including the students' eligibility date, end of eligibility date, Priority for Service (PFS), and programming and is submitted to the SEA every Friday by 4:00 p.m. EST.	□ Current enrollment list including eligibility, PFS and programming	

Monitoring Topic 4: Parent and Community Involvement

	Guiding Questions	Acceptable Evidence	Comments
1	Provide evidence that the LEA annually assesses the needs of the migrant parents and families in the project area.	□ Needs assessment tool □ Evidence of direct communication with parents	
2	Provide evidence that the LEA conducts parental involvement activities for migrant families and that the LEA has an effective means of outreach to parents of LEP migrant students.	□ Meeting agenda □ Sign in sheets □ Evidence of other resources provided to families □ Title I, Part C application □ Letters and flyers □ Log of parent contact	
3	Provide evidence that the LEA has a migrant parent advisory council (PAC) in place that it consults with on a regular basis to plan, implement and evaluate MEP programming and activities.	□ PAC member list □ Calendar of meetings □ Meeting agendas □ Sign in sheets	
4	Provide evidence that the LEA ensures that information for parents is provided in an understandable and uniform format and, to the extent practical, in a language that the parents understand.	□ Evidence of translated materials	

Monitoring Topic 5: Recordkeeping

	Guiding Questions	Acceptable Evidence	Comments
1	Provide evidence that the LEA maintains an accurate enrollment list, including the students' eligibility date, end of eligibility date, Priority for Service (PFS), and programming and is submitted to the SEA every Friday by 4:00 p.m. EST.	□ Current enrollment list including eligibility, PFS and programming	

2	Describe the process used to request migrant student records from sending schools and describe how these records are used for scheduling.	□ Student records	
3	Describe the process that is utilized to report migrant students who withdraw from the MEP program through submission of the MEP Withdrawal Form.	□ Documented process used to report student withdraws □ Sample student withdraw forms	
4	The local educational agency receiving assistance shall make student records available to another local educational agency that requests the records at no cost to the requesting agency, if the request is made in order to meet the needs of a migratory child." 1308(b)(3). Describe the process used by the LEA to ensure that accurate student records are transferred in a timely matter in compliance with 1308(b)(3).	□ Evidence of records sent and received	